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THE BUSINESS EDUCATOR

PROFESSIONAL EDITION, \$1.50 A YEAR

September, 1921

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION



-E. B. BROWN, 1921-

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COLUMBUS, OHIO



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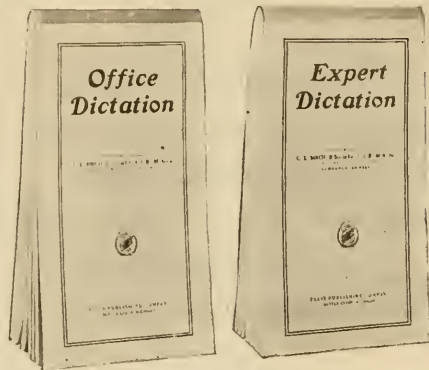
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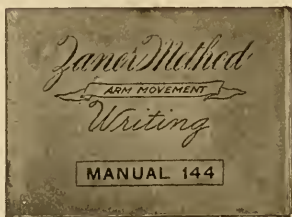
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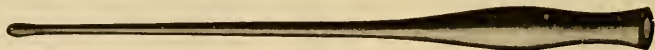
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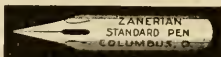
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CLAIMS are one thing—proof is another. Here are facts that prove to anyone that the greatest percentage of **successful** shorthand writers use the system of proven success.

According to the Roster of Members of the National Shorthand Association for 1920-1921 the percentage of Pitmanic writers in court reporting is 91.4 and the remaining percentage 8.6 is divided up between writers of no less than eleven other systems.



(See the latest roster of the National Shorthand Reporters' Association as published in its "Proceedings" for 1920.)

The **poorly equipped** will reach no higher than the level of their attainments, and so it is with shorthand writers and shorthand systems. The writer who chooses a **poor system** is seriously handicapped in the race for Success.

Young people starting in business today must be equipped with the **best tools**. In ISAAC PITMAN SHORTHAND we have a case of the best being the easiest to acquire. This fact has been proved over and over again.

The registrar of a well-known New York business School, offering a course in both Isaac Pitman and Light-line, said the other day: "I feel compelled to tell all young students commencing their course here that they will be able to **accomplish more** by taking the Isaac Pitman System. My convictions are based on experience."

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Publishers of "Course in Isaac Pitman Shorthand," \$1.00; "Practical Course in Touch Typewriting," 70c. (cloth, \$1.00); "Style Book of Business English" \$1.00; adopted by the New York Board of Education

THE Business Educator

COLUMBUS, O.

VOLUME XXVII

COLUMBUS, OHIO, SEPTEMBER, 1921

NUMBER 1

CLUB US EARLY—AND OFTEN

This is written the middle of August—and clubs of subscriptions are already coming in. Send yours as early as you can. We may not be able to furnish the September number after a few weeks.

THE CONTRIBUTING EDITOR

Several of the editorials in both editions this month were written by Mr. Healey. According to his request, they are not marked; but probably every reader will recognize them. Look for these contributions each month.

COMING FOR OCTOBER

"Artistic Writing," by M. A. Albin, Portland, Ore. The first lesson was crowded out of this issue, but will appear in the next. Prepare your oblique.

"Flourishing," by C. C. Canan. Mr. Canan left some of the most accurate flourishing ever done. Directions for doing the work will be given.

SAYINGS OF "AH-LAH-GO-WAH-LAH"

Never scare up a bear until you have your gun loaded.

White man fool Indian once; shame on the white man! White man fool Indian twice; shame on the Indian!

Smile, and the world smiles with you. Snore, and you sleep alone.

It takes less brains to criticize than it does to do anything else.

Some tribes are like a hill of potatoes; the best part are under the ground.

Time spent in making a wagon axle out of basswood is wasted.

Thanks! This helps.

I have been teaching the Business Educator for some time, and think it is the greatest magazine in its field published. — A. C. Kuse, Bay City, Texas.

HARD TIMES CAUSE PROSPERITY

Everyone has noticed that good times follow bad, to be followed in turn, after an interval, by bad times again. But have you thought about the fact that good times cause bad times and bad times cause good times?

Rather, the actions of the people during good times bring about bad times, and their actions during bad times bring about the good times.

Now, what is the difference in the actions of men and women during good times and bad times?

The "good times" of a year ago are so recent that most of us can remember what was taking place. The outstanding features of business, as reflected in the language of the day, were "profiteering," "labor inefficiency," "reckless buying," "daring speculation."

In other words, men were utterly regardless of the rights of other people. It was a time of selfishness gone mad.

Now, while men may at heart be still equally selfish, they are forced to do more for others—not because they want to, but in order to secure a living for themselves. Our progress to stable business is slower than it should be because men do so little to help themselves; they must be driven every step of the way by economic pressure. This is quite as true of the "capitalist" or business man as of the "laborer." There are exceptions among both groups, but they are too few to alter the course of events.

In other words, our selfishness is still of such a blind, unreasoning sort that it defeats itself. A truly enlightened selfishness would lead us to do more for others, in order to get more for ourselves.

DID YOU NOTICE OUR NEW COVER?

E. L. Brown's monthly contributions to the Business Educator have been of a very high order and have received many compliments from time to time, but Mr. Brown has surpassed all his previous high records on our new cover design. Notice the harmony, arrangement and skill. It shows much thought and study. Work of this nature is the product of years of labor. It is difficult to find an old copy of the B. E. which does not contain some of his skillful work. Probably no other engrosser's work is so widely known as Mr. Brown's. It has an individuality about it that is distinctively his own, which makes it easy to distinguish his work from that of other engrossers.

He has made a lesson of the cover design this month which many will find profitable to study.

MORAL: ADVERTISE IN THE B. E.

The following notice came with the copy for the advertisement appearing on another page:

Fredericton, N. B., Canada,
July 9, 1921.

The Business Educator,
Columbus, Ohio.

Gentlemen: About the only reason that I can give for asking you to insert the enclosed advertisement in the September number of the Business Educator is that the last insertion brought business from Sydney, Nova Scotia, to San Francisco, California, and netted a return of several hundred per cent on the investment.

Sincerely yours,
(Signed) GEO. L. WHITE.

Teachers and schoolmen who are interested in demand for teachers and probable trend of teachers' salaries should send for the reprint of the symposium that appeared in the September, 1920, BUSINESS EDUCATOR.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
HORACE G. HEALEY - - - - - Contributing Editor
E. W. BLOSER - - - - - Business Manager

Published monthly (except July and August)
By THE ZANER-BLOSER CO.,
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The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 15th of the month for the issue of the following month.



HELPFUL WRITING LESSONS

By RENE GUILLARD

5247 Jefferson Street, Philadelphia, Pa.
Penman, Banks Business College

YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

From the standpoint of form, writing has not undergone many changes in the last three decades, but it has probably undergone more changes during the time than it did for a century before.

The Spencerian Compendium, written some time ago, is still today the great encyclopedia of form, beauty and grace in the penmanship world.

The most that has been done has been to adjust the Spencerian system to the needs of the day. In order to keep pace with the times changes have necessarily been made. Unnecessary lines have been eliminated in so far as they do not help in the execution of characters. Forearm movement has superseded finger movement, for it was found more rapid and not so laborious.

In these lessons that I am conducting in the Business Educator I have endeavored to place before the student of penmanship lessons that follow one another in logical sequence.

I have endeavored to get the course out in such a way that the teacher of writing can place the Business Educator before him each day and have something definite to give to the class. So many of us who teach business writing go before the class and give lessons at random, picking letters or words here and there from the text books.

It has been the experience of every teacher of writing that there are letters that are easier than others and I have tried to outline this course accordingly.

If the student learns to write easy words at first he can himself see that progress is being made and is encouraged by his efforts. These easy words and sentences become a nucleus to build around until the desired goal is reached.

Nothing is more discouraging to the pupil than at the very outset to be confronted with characters that are extremely difficult to execute. He loses heart from the beginning and never again regains the interest he should have.

On the other hand, by giving the easiest possible work at the beginning he improves from the start, his writing period becomes most enjoyable and it is over entirely too soon; but, if he encounters difficult things at the start, it becomes a drudgery and he sighs a sigh of relief when the instructor dismisses the class.

Fig. 1



MR. GUILLARD

As he Looked While Writing these Copies

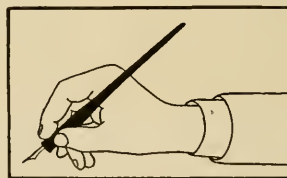


Fig. 2

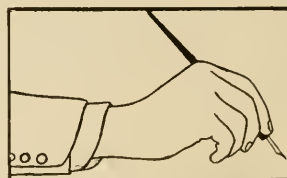


Fig. 3

Follow Instructions

It is quite possible for you to go through this course without improving your writing to any great extent; but, if such be the case, you have not followed out the instructions. First, we need a good course to work on; next, we need the proper method in follow-

ing out the course, and the proper method is to follow instructions closely.

Materials

Paper—Use a good quality of paper with a smooth surface. This paper should have lines about $\frac{3}{8}$ of an inch apart.

Pen—Use a good pen, such as Zaner & Blosier's Business pen. Do not use a stub pen, a fine pointed pen, a flexible pen, or a fountain pen.

Penholder—Use a straight penholder such as the Zaner Method straight holder.

Ink—Use ink that flows freely. Do not use heavy drawing inks.

Neatness

The cultivation from the first of the habit of neatness is an important part of the training of a good penman. Let the general appearance of the page present care and thought.

By following this policy throughout the course neatness will become a fixed habit and an asset not only in writing, but in other things as well.

Position of the Paper

The position of the paper to a great extent gauges the slant of the writing.

The edge of the paper should be about 45 degrees to the edge of the desk in order to acquire the slant in use today. If the edge of the paper were placed parallel to the edge of the desk vertical writing would be the result.

The paper should be placed so that the arm swings naturally along the writing line, using the muscular portion of the arm below the elbow as a pivot.

Correct Posture

The correct position at the desk is a matter of first importance. The chair or seat should not be so high as to force the weight of the body on the arms. The desk should not be so high in comparison with the seat that it is necessary to reach up but these two should be so adjusted to each other that only the weight of the arms is on the desk.

Sit well back in the chair, assuming a direct front position, leaning slightly forward, but do not lean against the desk or hold the elbows close to the body for such position does not admit of freedom of action. Keep the feet flat on the floor.

Study Illustration No. 1.

The arms should be placed on the desk so that the elbows extend slightly over the edge. The weight of the



arm should rest on the muscular cushion in front of the elbow.

The hands should glide on the nails of the last two fingers. The penholder should be held between the first and

second fingers and the thumb, crossing the hand just back of the large knuckle joint of the first finger. The holder should point between the elbow and the shoulder. Study illustrations 1, 2,

and 3.

The secret of control in writing is in eliminating erratic movements. When we think of this it is, after all, a law of nature.

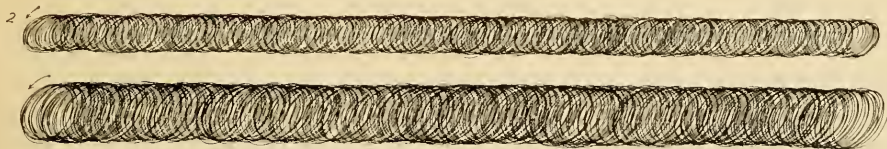


Lesson 1. If you are all set and ready for action let us now take up the first movement drill. It should be made one space high. Writing both up and down without using the fingers but using the forearm only. Some call this the push and pull movement. Let us call it the straight line exercise. It consists of pulling the forearm into the sleeve and allowing the muscles to relax to their normal position.

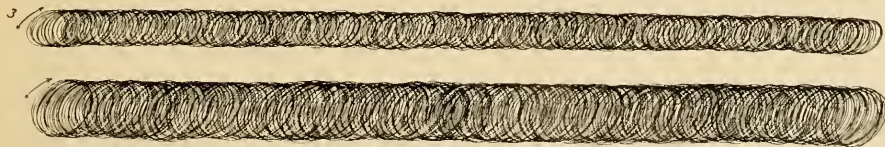
Do not make the down strokes any faster than the up strokes. The speed is 200 down strokes per minute. See how easy it is to do. Always aim for ease in execution.

If it is done easily you are on the right road. Count for yourself making an up stroke and down stroke at every count. Count in this manner: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and repeat. There is nothing that will do more to eliminate erratic movements than rhythmic counting.

The second exercise is similar to the first, the only difference being that it is two spaces in height instead of one. Draw all the down strokes toward the center of the body. See how easy the arm can work backward and forward in the sleeve. Do not hold the pen tightly. Aim for a uniform movement, that is, do not make the down strokes any faster than the up strokes. Aim for a uniform line, that is, do not make the down strokes heavier than the up strokes. Practice this until it becomes automatic.

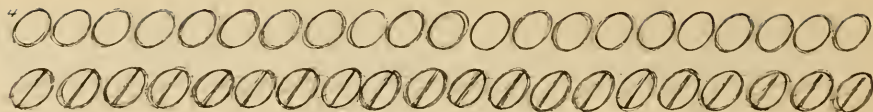


Lesson 2. Make the direct oval exercise one space in height. Notice the direction of movement indicated by the arrow. This exercise is not circular but is the shape of an ellipse. Count as you write, making about 200 down strokes to the minute. Aim for ease of execution. After you make it one space with ease try making it two spaces in height. Get the lines close together and make them of uniform quality. The down strokes should not be shaded. Always aim to do it with as little effort as possible. Sit up, don't slouch. The exercise should be practiced until it becomes automatic.

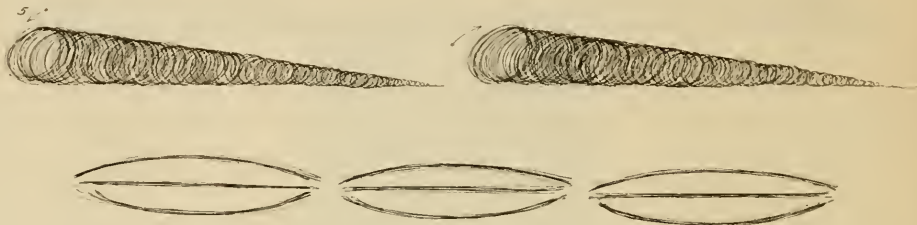


Lesson 3. The shape of this exercise is similar to the one in lesson (2). The movement, however, is in the opposite direction. This exercise is called the reverse or indirect oval.

Get a good rolling motion and make 200 down strokes to the minute. After you have practiced faithfully on the one spaced oval, proceed to the two spaced one.

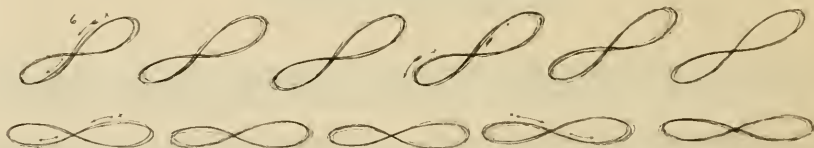


Lesson 4. Retrace these ovals eight times. They should be two-thirds as wide as high. Have them touch one another as they are in the copy. The arrows indicate the direction of movement. Notice that the first line is made with the down stroke on the left and the second with the down stroke on the right. The first we will call the direct oval and the second the reverse or indirect. In the third line of this lesson the straight line should be retraced, first making four down strokes, then making the oval around it. Retrace the oval eight times. Criticise your exercises. The straight line exercise should pass through the longest part of the oval, bisecting it. This is a very valuable exercise. Give it much attention.

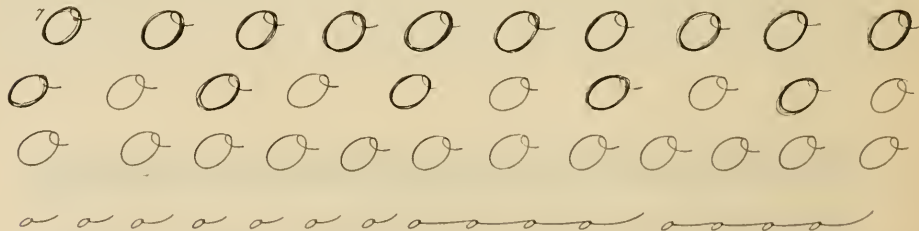


Lesson 5. In this lesson we have the direct and reverse oval again. Better become friendly with these exercises for they will be used throughout the entire course. In the first exercise begin the direct oval two spaces in height and gradually diminish the size until it comes to a point. Make two on a line.

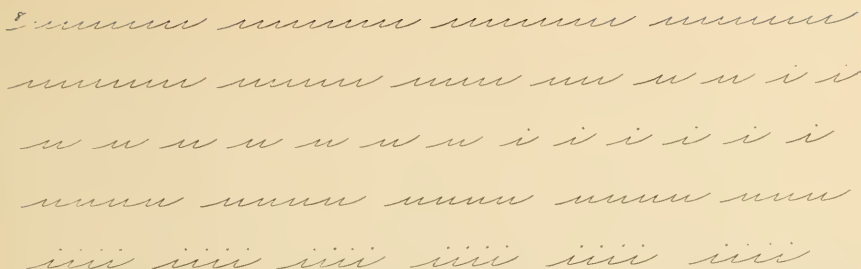
In the second part of this lesson we find the exercises intended to develop a lateral movement. Using the muscular portion of the forearm as a pivot, swing backward and forward along the line.



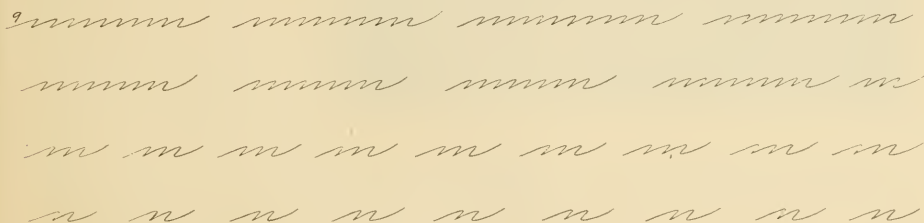
Lesson 6. The compound curve exercise is one of the best and should be studied carefully. Notice that there is not a straight portion. The down stroke is a compound curve and the up stroke has the same curve. The intersection of the lines should form two ovals the same in size. The second drill is the same as the first but lies along the line. Write several pages, relaxing the muscles and doing it with as much ease as possible.



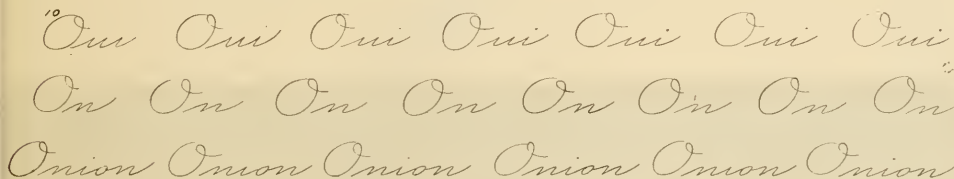
Lesson 7. Before taking up this lesson practice on the first drill in lesson four, retracing each direct oval eight times. After having done this proceed to the first exercise in this lesson. Notice the finish. Do not raise the pen to make this ending but make it a continuation of the main part. Count for yourself. It will help you in the work. In taking up the letter **O** put into application the movement already acquired. The **O** is a slanting ellipse two-thirds as wide as long. Do it as easily as possible. Count 1-2, 1-2, etc. Begin and finish with the pen in motion, that is, start the motion before the pen comes in contact with the paper and finish while the pen is yet in action. Make the letter one space at first, then make it three-fourths of a space in height. The small **o** is similar in form to the capital. Keep the finish high in order that it does not resemble the **A** and close them at the top that they make not resemble the **V**. Next connect four in a group one-fourth space in height.



Lesson 8. The first copy in this lesson I consider one of the most valuable movement drills, and will be used again and again throughout the course. Count 1, 2, 3, 4, 5, 6, 7, 8, etc. Make all strokes with an even speed. Do not make the last stroke faster than the others. This is a common fault that must be guarded against. Make this exercise one-fourth space in height. The second drill is similar to the first, reducing the number of strokes until it evolves itself into the small letter *i*. Do no use finger action. The penholder should move only with the arm. Use the same movement for the rest of the exercises. In the exercise which is composed of four small letter *u*'s aim to get the space between the letters greater than between the two down strokes of the letter itself.



Lesson 9. The first drill in this lesson is another of the valuable exercises that we will repeat often. Make it one-fourth of a space in height. Do not make the last stroke more quickly than the others. Keep the tops of the characters rounding and the bottoms very angular. Count as in the first exercise in the preceding lesson. When practicing on the small *m* count 1-2-3-4. For the *n* count 1-2-3. Do not finish the last part more quickly than the rest of the letter but maintain the same even speed throughout. Make the top portion of the letter rounding and the bottom angular. There is one exception to this in the last part of each of these letters, however. The last part of the small letters *m* and *n* is a turn at the base line. Notice that the *m* has four turns of equal size, and two equal angles. The *n* has three turns and one angle, which are the same in both cases to those in the *m*.



Lesson 10. In this lesson we take up capitals and small letters in conjunction. Do it with the greatest ease possible. Aim to control the action of the pen. Your movement should not be "wild." The angles are always a point of control, for at every angle there must be a complete stop in order to return and continue on your journey. Experiment, do not practice blindly, think for yourself—be a philosopher. Practice faithfully on these lessons, writing many pages, after which send me your best efforts. Don't send all your practice work—merely that which represents what you consider your best.

I will criticise it and return it to you. Don't forget the quarter.

Resolve to bring your writing up to the B. E. Certificate standard. Costs nothing to find out whether you are there. Ask your teacher.

It gives me pleasure to write that the Zanerian System has been the system of my choice during the twelve years of my teaching; and each year I seem to get better results in my teaching. Messrs. Zaner and Blaser taught me how to write and how to teach; to both I am indebted for what success I may have attained as teacher and penman.

Nina A. Hudson

Miss Hudson writes a remarkably accurate style, as will be seen from the above.

A B C D E F G H I J K L
M N O P Q R S T U V W X
Y Z Heath.

By Fred S. Heath, Concord, N. H.

Talent determines the nature of our success but our weaknesses determine its extent.

By C. P. Zaner

EARNING BY WRITING

I am employed by the Home Insurance Co., and when I began my study and practice from the lessons by Prof. Lupfer and Miss Champion in the business Educator, I wrote cards for myself and handed them out to my policy holders; and nine times out of ten they will say to me: "Gee, that's a swell card. Who wrote them for you and what did they cost you? I would sure like to have some cards like these." I answer: "I wrote these myself, and if you want some like them I will write them for you. My price to YOU will be 50 cents a dozen, prepaid, cash in advance with the order, for which I now give you a receipt. I will write and mail your cards tonight. Thank you very much for your order. I shall certainly try my very best to please you." I have secured orders for from 12 to 64 dozen cards a week.

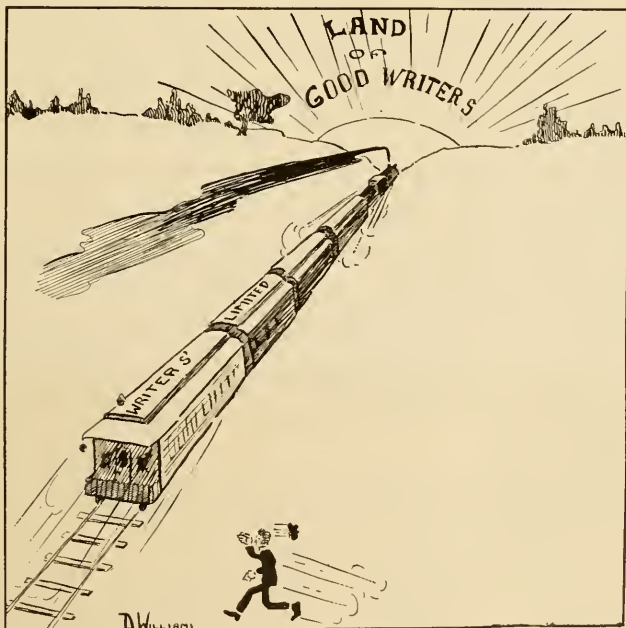
What I have been able to do any one else can easily do. Just study and practice carefully from the lessons in ornamental and business writing as given from month to month in the Business Educator and study your criticisms and corrections as given to you by your instructor and keep everlastingly at it and you'll win out.

J. A. ELSTON, Penman,
1814 West 25th St., Room 48,
Cleveland, Ohio.

a o n m i u w c e
r s d t p l b h k
g g y z f g f

Accurate forms for study and practice by C. E. Doner

Success means toil.
it means having the gut to
fail and try again, the cour-
age to be undaunted by in-
numerable disappointments and
the nerve to smile in the face
of defeat.



This is the way DONALD WILLIAMS, a pupil in the eighth grade of the Santous Junior High School, Los Angeles, Calif., represents the necessity for a prompt start in learning to write. This drawing appeared in "The Comet," a school paper published by the pupils of this school last March, a copy of which was sent us by the teacher, Miss Zulema L. Parcell. The idea is splendid and applies right now to thousands of readers of this issue. "The Writer's Limited" is about to start. Hundreds of young men and women will begin now to practice from Mr. Guillard's lessons and by early next year will be in the Land of Good Writers. You don't want to be left behind. Take your pen in hand and climb on. "ALL ABOARD!"



Dear Mr. Blosser:

The Business Educator has been a great help to me. When I began to study and practice penmanship I found its pages a real source of inspiration and instruction. My interest in writing was kept at a white heat by the many fine specimens your magazine presented month by month. To the inspiration that I got from it is due, in part, credit for what progress I have made in the art.

As a teacher of handwriting I find The Business Educator invaluable in an inspirational way. I require my pupils to take it because I know that it stimulates them to greater chirographic effort. It makes of them willing students. Willing students, if they study writing, become fine penmen. My business as writing instructor is to turn out fine penmen. The Business Educator helps me to do so.

Because I know that this magazine is an inspiration to many, I take much pleasure in contributing my bit.

May you and your coworkers continue to publish this helpful paper for many years to come. As ever,

Yours respectfully,

G. D. Griset

G. D. GRISET, Evanston, Ill., is one of the finest writers of business-style script in this country. Watch for his contributions each month.



Teacher's Professional Edition

(Supplement)

Pages 17 to 24, Inclusive

REGARDING COLLEGE CREDITS

"A young person graduating from a four years' college course, one year of which has been taken in a business college, is of more value to himself and more value to the world than he would be with four years spent in the ordinary line of college training. It will mean that more business college graduates will go to College and more College Graduates will go to a Business College, and thus we will have more college graduates with business training and more business college graduates with college training."

ALMON F. GATES,

Waterloo, Iowa, Business College.

NATIONAL ASSOCIATION FOR VOCATIONAL EDUCATION

Two important announcements appeared in the June number of the Bulletin of this Association. The first is that the fifteenth annual convention will be held in Kansas City, Missouri, January 12, 13, 14, 1922. This promises to be an important meeting.

The other announcement is regarding a magazine to be called "Vocational Education." It is to have six departments including Commercial and Retailing Education, and Part-Time or Continuation School Education. It is hoped that the magazine will be launched this September.

OUTLINE FOR JUNIOR CHAMBERS OF COMMERCE

The Chicago Association of Commerce is organizing in each of the Chicago High School, Civic Industrial Associations. The object of these is stated to be first, "To know Chicago better," and second, "To work for our school, our neighborhood, and our city."

The Association of Commerce has prepared a very complete outline covering the following points: The organization which is shown by a chart and also explained fully showing the personnel and functions of the officers and special committees, an outline of the year's program showing the object to be worked for each month, with suggestions as to business houses and factories to be visited.

Such a work can not fail to be of value to high school students. In several other cities Junior Chambers of Commerce or similar organizations have already been organized. Any teacher interested in such organizations will find the outline prepared by the Chicago Association of Commerce full of good suggestions. Their address is 10 South LaSalle Street, and we understand that a copy of this outline will be sent free of charge to persons who wish to use it.

A NOTED PENMAN SAILS

R. S. Collins, penman in Peirce School, Philadelphia, and his wife, sailed on July 5th on the Aquitania for a trip around the world. After leaving London they intend visiting some of the principal cities of France, Switzerland, Italy, the Holy Land, India, Java, China, Japan, the Philippines and Hawaii. They expect to land at San Francisco in about one year.

Mr. Collins has had charge of the penmanship work in Peirce School for many years and has met with the best of success in developing the students of that institution into good business penmen. He has earned the trip which he is now taking, and we trust that it will be highly enjoyable.

It may be that his ocean voyage will cause him to attempt to swing his pen in unison with the rhythm of the waves and that we shall see some of the results.

NATIONAL EDUCATION SERVICE

The Chamber of Commerce of the United States has recently organized an Education Service in its Civic Development Department under the direction of William Mather Lewis. A number of pamphlets have already been published, designed to interest business men in the public schools. The following sentences indicate the line of thought:

"The school problem is too great for business to ignore. The future welfare of American business and the efficiency of the American Public School are bound together. American business will suffer so long as ignorance prevails."

It is encouraging to see this great organization of business men turning its attention to problems of education. It seems, however, that the importance of business colleges and commercial courses in high school and universities is not yet recognized. Yet such courses and schools touch the conduct of business more directly than do the public schools. Is this indifference the fault of commercial teachers or business men?

(This editorial was submitted to Mr. Lewis, who replied as follows: "I think this is all right except for the inference that we are neglecting a consideration of commercial education. The fact is that at the moment we are not taking up curriculum matters. We are getting down to bed rock and finding out what the situation is as to education in the first eight grades of the public schools. We are deeply concerned in the matter of illiteracy, teacher supply, etc. When we have made a national survey of these situations together with having to do with school equipment, we will be ready to turn our attention to subject matter. We believe that to be of service in the educational field, we must be absolutely thorough and start at the very bottom. We are not, therefore, neglecting any form of education at the moment but are not making any recommendations until our preliminary surveys are completed.")

TEACHERS HELD TO JOBS

A new law in Ohio provides that teachers who have signed a contract and afterwards leave without the consent of the Board shall have their Certificates suspended for the remainder of that school year. There are similar laws in some other states. It is not especially complimentary to school teachers that it is necessary to enact laws to compel them to be honest.

GOVERNMENT POSITIONS FOR COMMERCIAL TEACHERS

An examination is announced open to men, for teachers of English, Arithmetic, Penmanship, Language, Typewriting and Shorthand. The position is that of Reconstruction Assistant, Occupational Therapy, and the work is that of teaching the various branches to patients in Government hospitals. Citizens of neutral countries, or of countries that were our allies during our recent war, will be admitted.

Applicants should apply for form 304, stating the title of the examination desired, to the Civil Service Commission, Washington, D. C., or to the Civil Service Boards in the larger cities.

THE TEACHERS' CORNER

The "Born Teacher"

The old proverb "Teachers, like poets, are born and not made" is no longer quoted. As we come to know more of the instincts and characteristics of our more or less numerous human family we find that every normal person is a "born teacher." Teaching, no matter what direction it may take, is nothing more or less than educational guidance. It is a projection, an extension, of the instinct implanted in every living creature which leads it to feed, protect and train the young of its species; in other words, teaching is a universal instinct.

The gift or talent for teaching is not equally possessed by all; neither is any other instinct. But every one does possess enough upon which to build by training and study a superstructure of teaching power sufficient to meet every requirement of the modern class room.

"Accuse not Nature;
She hath done her part:
Do thou but think."

DO YOU

Call on the brightest pupils only?
Encourage "Concert Recitations?"
Fail to make definite lesson assignments?

Repeat your pupils' answers?
Call on a pupil before stating the question?

If you do, you are a poor teacher.

CONTRIBUTORS TO THIS VOLUME

(Professional Edition)

Carl Marshall.	A. F. Gates.
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G. G. Hill.	E. W. Barnhart.
Nathan Isaacs.	



MENTAL MEANDERINGS

By CARL MARSHALL
Alhambra, California

In the Klamath Country

It may be recalled that my last travelogue meandering, in the June issue, had to do with lovely Santa Rosa and the wonder doings of Luther Burbank. At that time, I was headed for that supreme outdoors country, northwestern California, where I lived for twelve happy and busy years during the 50's



and 90's. For a quarter of a century, I had been, as the southern darkies say, "jist honin' to git back thar," and now, at last, the time had come. I was actually on a Northwestern Pacific train which, after a glorious all-day ride through the heart of the Coast Range, would land me in Eureka, the redwood lumber metropolis on Humboldt Bay, and my old home town, at about supper time. Well, there was a joyous fortnight of greetings and foregatherings among old friends and pupils who took me to their arms with a hearty warmth of hospitality which, as it has always seemed to me, is a quality known only in its highest perfection, to Southerners and Californians. Then I set out for my goal, California's scenic "farthest north," the "Klamath Country," where I have been sojourning ever since.

I do not know whether many of you have even heard of this rare region, for, unlike the rest of the great state of gold nuggets and oranges, it has been very little advertised. And yet for real and lasting outdoor attractiveness, I would not swap this lovely country for the whole orange belt, with the Yosemite and the entire line of the lofty Sierras thrown in. Orange groves and palms and pomegranates and poinsettias pall when they exist only in patches upon a grey and arid desert. Such a country is like an old maid dressed for a ball, too comfoundedly made-up and artificial. As for the Sierras, they are too loftily grand and rugged for intimacy. But this land of perpetual greenery is different. The rains begin earlier in the autumn and linger longer in the spring, so the aridness of the "dry season" is hardly noticeable. And the sea breezes sweep up the river gorges nearly every day, keeping the air so cool and humid that at night high fogs form around the mountain tops, which require hours of morning sunshine for their dissipation. This accounts for the perpetual greenery of the land and the fact that crops and orchards require little or no irrigation. In short, this north country is not merely a land to look at, but a land to live in and love.

My present home is right on the banks of the winding turbulent Klamath.

Just below my window, the stage road crosses the river over a suspension bridge 150 feet long and 160 feet above the water. Probably not many EDUCATOR readers, however well-informed in geography, are aware that the Klamath, measured by the volume of water it carries, is the largest stream in California, but so it is. Rising in the far-away lake region of southeastern Oregon, it breaks into California far to the north of Mt. Shasta, tears its winding way through hundreds of miles of rugged gorges among the Siskiyous, and on through the Coast Range to the Pacific, which it reaches a short distance below the Oregon line. It is a wonderfully wild and turbulent stream, and has many important tributaries as wild and turbulent as itself. In the rainy season its waters often rise to a height of eighty or a hundred feet above their summer level, and so narrow is the gorge through which it flows, that for a considerable part of its course, its depth is greater than its width. Its average fall is more than twenty feet to the mile, and if you know anything about water levels, you may be able to imagine what that means in the case of a stream like the Klamath with its bed strewn with boulders larger than sky-scrapers.

But the Klamath scenery is not all ruggedly terrifying. Here and there along its course are little nestling alluvial valleys, and gentle hillside slopes and flats on which are perched little farms, mostly owned by Indians, and in this section, there is a fine road with tri-weekly auto stages to Eureka, ninety miles to the south. A telephone line established by benevolent Uncle Sam, connects most of the homes, while soaring far above us we often see the aeroplanes of the Forest Reserve boys. But at night the howling of the coyotes and the weird cries of the mountain lions are often heard, while bold and unscrupulous bears come down from the canons to help themselves to the Indians' pigs. Not often, I think, are civilization and the jungle such close neighbors.

Are You Growing or Wearing Out?

The other day an old friend hailed me on the street: "Say, Marshall, I am just on my way to the garage to take out my new car for the first spin. Want to go along?" Of course, I went. It isn't every day that you get a chance to see a big two thousand dollar seven-passenger in action for the first time. Soon we were bowling along over a glorious country road at a thirty-mile clip. The big shiny machine ran as softly and silently as a watch. There was not a hitch or a jar or so much as a quiver of lost motion. I could

hardly get it out of my head that the thing, in some mystic way, was alive, "Jim," I asked, "where will this car be in ten years?"

"God knows," he answered irreverently, "depends on who gets hold of it. Probably most of it will be in the junk-shop."

"But won't you keep it that long?"

"Not on your life. I always sell 'em at the end of three years and let the other fellow have the trouble."

"What trouble?"

"All sorts of trouble; more kinds than I could tell you about in a day. You see, the best car in the world,— and I'll say that this one is just about the best—begins to wear out from the minute you first put your hands on the steering-wheel. For a while, a year or two, maybe, you won't notice any difference, but there comes a time, in about three years according to my experience, when she begins to lose her pep, and then I turn her in, and make a new buy. A man," he went on, "if he is the right sort, may make himself better and better for thirty or forty years maybe, but a machine begins to go down the minute it is put into action," and he added reflectively, "so do some men, for that matter, and you have to junk them too. If I find that a man is growing, I keep him even if I have to raise his pay. But if I find that he's the wearing-out kind, I let him go as soon as I can fill his place."

I am inclined to think there is a lot of wisdom in the rough-and-ready philosophy of this hard-headed business friend of mind. I find I can make the distinction between those who grow and those who wear out in the case of a lot of people whose careers I have watched. Give yourselves a general overhauling, young men and women, and try to find out whether you are going to be better than ever ten years from now, or whether you are headed for the junk-shop.

Shall Education Surrender to Business?

In view of some recent pronouncements put forth by certain eastern school men, it is time to raise this question and fight it out to a finish, provided any fighting be necessary. The educational viewpoint of some of these proudly pragmatic folk seems to be fixed at a place where nothing much is in sight except the vocational needs of our school youth. We are told at much length, of the tremendous specialization of labor demanded by the employment market of New York and other large cities, and we are also told how woefully the schools fail to give the training to enable the boys and girls to hold these hundreds of kinds of specialized jobs. It is more than hinted that the schools should at once get busy in this field, even if they have to ditch most of the educational fundamentals that, for five generations, have been the basis of American education.

The trouble with this program is that fitting folks to earn money is not

(Continued on page 22)



Department of

PUBLIC SCHOOL WRITING

OUTLINES AND SUGGESTIONS FOR TEACHERS AND SUPERVISORS

By H. A. Roush, Wilmington, Del.,
High School

This series will continue through the year, and will cover the work in all grades. Mr. Roush is a skillful penman and an experienced teacher of penmanship. His suggestions for teaching penmanship will, we are sure, be of interest to supervisors and teachers everywhere.

GENERAL SUGGESTIONS IN WRITING

1. Writing is a manual rather than a mental art. It is practical instead of decorative. It is the finest and most difficult universal art that is known. While the eye and brain are called into activity during the learning period, the fact that writing is distinctively a manual art must not be overlooked and should govern the teaching process.

2. Writing is an acquired art rather than a natural one and must be taught. The teaching and learning processes are made difficult when writing is used prematurely as a vehicle for conveying the other subjects of the curriculum.

3. Big writing from the start is healthful and pedagogical and promotes correct writing habits from the beginning, therefore, teach large writing during the first and second years.

4. The blackboard should be used in all grades. A pupil who has difficulty in making letters correctly can overcome this difficulty more easily at the blackboard than at his desk.

5. Form, movement and speed should receive attention in all grades. Specifically, the first and second grades are periods of eye training and simple habits. Third and fourth grades should emphasize movement and position with less attention to form and quality of writing as the change is being made from eye-directed to muscle-directed writing. The fifth and sixth years are technical and should show fine form and movement combination. Seventh and eighth grades are periods of automatic writing. Individuality and speed should now be developed.

6. The movement should be as follows: First Grade—Arm up, hand gliding on tips of third and fourth fingers, the arm free of the desk. Second Grade—Glide on fingers and slide arm on desk. Third Grade up—Glide on fingers and rest arm on muscles in front of elbow.

7. Teachers—Know your Manual from cover to cover. See Manual for size of writing for your grade.

8. Be definite in your instruction. Indefinite instruction leads nowhere.

9. Pen and ink rather than pencils should be used in all written work above the second grade.

10. No careless writing should be accepted by the teacher at any time. Correlate writing with all other subjects, especially spelling, from the start.

11. The test of the writing period is the way pupils write outside of this period.

12. Be enthusiastic about writing and your pupils will be like you.

13. Don't do all the teaching by talking. Give individual instructions and copies as much as possible.

FIRST GRADE WRITING

Zaner Manual No. 1. Teacher should be familiar with Manual for second year. Pencil paper, $\frac{1}{2}$ inch ruling. First grade pencil. Consult Manual for all details, such as position, count, exercises, sharpening of pencils, etc.

Arm up, gliding on tips of third and fourth fingers, the arm free of the desk.

Supervise all writing. Read what your Manual says about requiring writing for "busy work."

Correct writing habits are more essential than fine, cramped writing during this year. The question is not what the children can do, but what is best for them to do.

Blackboard writing will be 4 inches high for tracers and small letters until the loops are introduced, when they will be reduced to two inches and the loop tracers and untraced letters will be made 4 inches high. Rule lines for pupils at first. Later they will be able to rule them.

Follow weekly outline given below:

First Week. Follow Manual first week. Train children to march to and from the board properly, and to find their places.

Second Week. Follow Manual second week. Have pupils hold the eraser in the left hand behind the back. Now is the time to change the left handed pupil into a right handed writer. If all the pupils cannot go to the board at one time, let one section watch the other. They can also motion the form in the air. Then send them to the board while the other section watches, motions, etc.

Third Week. Follow Manual third week. Mondays and Wednesdays from now on are for Board Work. Tuesdays, Thursdays and Fridays are for Seat Work.

Fourth Week. Follow Manual fourth week.

Fifth Week. Follow Manual fifth week. Have pupils make imaginary

ovals on the desk with unsharpened pencils, as instructed.

Sixth Week. Introduce paper and have pupils make imaginary ovals on it. Study diagram for turning the paper. Do not draw diagonal desk line. Have pupils hold the paper with left hand at top. Follow Manual from now on, both for Board Work and Seat Work.

Seventh Week. Follow Manual. Make the "n" 4 inches high, before each pupil to be traced over.

Eighth Week. Follow Manual. Cut away wood on pencil. Read "How to Sharpen Pencils," page 16.

Ninth Week. Follow Manual, giving "l", "n" and "in" at the board. Follow Seat Work. Size of ovals, 2 inches. Count 5 lines and 4 spaces. Make a large oval for each pupil to trace. They will then fill the line with ovals, letting them touch at the sides.

You may find it advantageous to rule pencil lines, 5 lines apart, leaving 1 space between each row. Rule 5 lines for your copy at the board.

Tenth Week. Practice at the board the same drills that are to be given on paper the following day. Follow the plan at the seat as suggested for the 9th week. Present the reverse oval and straight line "cut" inside.

Eleventh Week. Reduce the size of the ovals at the board to 4 inches, and make them 1 inch high (3 lines or 2 spaces) on paper. Better give copies on paper as suggested for the 9th week. Have pupils count three lines and leave 1 space between each row. Keep your blackboard copy large. Rule the same number of lines for your copy at the board as used on paper.

Twelfth Week. Present "upper turn" and "lower turn" as shown, 4 inches high at board and 1 inch high on paper. Give copies on paper, for tracers, for all or else help the weaker ones. Reduce size on paper $\frac{1}{2}$ inch (2 lines or 1 space). Pupils will not retrace these small forms. The pupil will begin the second a little distance from the end of the first and so on.

Thirteenth Week. Send pupils to the board on Monday to trace the letter "i". Place before each pupil a 4 inch letter to trace to descriptive count about 5 times. Tuesday, give each pupil a sheet of paper containing "3 i tracers" one inch high (2 spaces) on one line. Leave 1 space and have one small "i" one space tall on the same sheet. Teacher will count (descriptive) while pupils trace large forms about 5 times. Pupils will not retrace small letters, but will make their own, same size, beginning each one under the end of the preceding letter. Six small "i's" will fill the line. Leave 1 space after each line. One line only of tracers, but several lines of the small letters. Wednesday—Have pupils trace the letter "u" at the board as instructed for "i" on Monday. Thursday—Seat work on "u" as instructed for "i" on Tuesday. Two tracers, or 4 small letters will fill the

(Continued on page 22)



TEACHING TOPICS

A Page for Teachers of Penmanship and Other Subjects in
Public and Private Schools

"LOOSEN UP A BIT"

G. G. Hill, Director of Commercial Teachers' Training Department, State Normal School, Indiana, Pennsylvania, recently wrote us a letter regarding THE BUSINESS EDUCATOR, in which there is the following sentence. We are publishing this because it expresses our own belief so clearly:

"I am coming to the belief that we have some fine methods hidden back in obscure places, in small towns and small schools, that would teach us all something if these teachers would just loosen up a bit."

Perhaps you teachers in small schools think that the city teachers will not care to read what you have to say; but most of them will. For one reason, many of them began in small schools in small towns, and the good ideas and fine methods they used have led to their promotion.

This page is yours for the discussion of teaching methods. Nothing else will be published on it unless the articles received in any month are not sufficient to fill it.

"FERRISISMS"

Submitted by A. F. Gates,
Waterloo, Iowa

During the addresses of Ex-Governor Woodbridge N. Ferris at the Central Commercial Teachers' Association Meeting at Fort Dodge, May 6 and 7, he gave many inspirational thoughts that will stay by the members present all their lives.

Bristling through his four addresses there were many short, pithy sayings that were exceptionally wholesome.

Among these which we might call "Ferrisisms" we find the following:

I would let down the bars of the Higher Institutions of Learning and make ability rather than credits the entrance requirement.

A large amount of difficulty arising in your schools in the teaching of stenography is in the teaching of English.

A man that kills time is worse than the man who serves time for murder.

People with Ph. D., D. D. and L. L. D. degrees know a lot of things, but the trouble is many of them don't know how to "catch on."

The endurance and perpetuity of the flag depends upon the endurance and perpetuity of the English language.

Few people pay any attention to plans for developing character.

The best of us know very little about the action of our own brains.

Many of us have not used 25% of our brains.

The primary object of all education is to awaken boys and girls.

Men and women do not fall suddenly. They have been getting ready for it for years.

Discontinue a large part of the preaching on morals and arrange the situations so as to promote the more wholesome instincts.

If you want boys to play ball where they ought to play ball, furnish the situation.

It is a sorry week when I do not read three hundred or four hundred pages of some good book.



M. J. RYAN

APPLIED MOVEMENT DRILLS

M. J. Ryan, Penman, Peirce School,
Philadelphia

Good business writing has been defined as that which is perfectly legible, and easily and rapidly written. Freedom of movement is the foundation of good business writing.

Movement exercises or drills are generally recognized as a valuable aid in developing and training the arm muscles used in writing, and in acquiring control and skill in the fundamental movements upon which arm movement writing is based.

Correct position, penholding, and movement, must be made habitual. And habits are most readily formed by concentration and repetition. The

student must therefore give close attention to these things until they are mastered.

In the beginning, the greater part of each lesson should be devoted to the general movement drills, viz.: the compact and retraced ovals, direct and indirect, and the straight line or push-pull exercise. For the development of physical force or momentum, and for acquiring relaxation of the muscles, perfect freedom, control, and light, smooth lines, there is no better exercise than the two space compact oval drill. The movement involved is easily acquired and soon becomes automatic. The one space drills serve to develop the movements used in capital letters, and the smaller drills make for a finer degree of control as we approach the size of the minimum letters. In connection with the practice on movement drills, correct position and penholding should be taught and established, and facility acquired in adjusting the paper.

If we expect the movement drills to lead to satisfactory results in writing, we must insist that students maintain as a habit, good position and penholding, arm movement, and the correct relative position of arm and paper. As soon as correct writing habits are established, and the student has acquired a fair degree of skill in making the general movement drills, less time should be spent on them, and most of the writing period devoted to the application of the movement to the writing.

During the advanced stage, the instruction should deal with the development of the perceptive powers through a closer study and analysis of the letter forms with a view to forming correct mental concepts. Improvement depends upon practice rightly directed. Unless the student can think good writing, he is unable to direct his practice, and cannot produce good writing, even with a well developed movement. I believe the best results will be achieved through practice which is neither very rapid, nor yet too slow, but at a rate of speed which will insure legibility and smoothness of line. If we force a student to write faster than he can do good work, he will lose the ability to try. Eye and hand must work together.

A final word about the movement exercises. I do not think they should be dispensed with entirely after the advanced stage of the course has been reached. I believe they should be used daily, to a limited degree, and with good judgment. In working on movement drills there must be a definite object in view or definite results will not follow. The accomplished musician practices upon technical exercises daily so as to retain ease and facility of execution. The finished ball player has his daily warming-up exercises as a preliminary to the game in which he must put forth his best effort. So, too, the student of writing who is ambitious to excel, may derive much benefit from intelligent practice on movement drills.



ARE WE MEETING PRESENT DAY DEMANDS?

Being a Criticism of the Letters Published in the "Symposium" in The Business Educator, May, 1921

By E. W. BARNHART

The following comments on the Symposium published in our May number were sent us by E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C. Mr. Barnhart is perhaps better informed regarding the needs and outlook for commercial education than any other man in this country, and his comments on the Symposium are, therefore, especially valuable.—Editor.

I have made an analysis of the extracts published in your symposium. Four of the letters from which you quote had been written by men connected with teachers' agencies. These organizations reflect the demands from school administrators who have written asking for teachers. You realize that, generally speaking, the school administrative work in this country is done usually by men with academic training only. These men know nothing of the needs of business; they do not know what courses or subjects should be taught in order to meet the vocational needs of the boys and girls under their care. They do not know what happens to their pupils after they leave school, whether through graduation or through dropping out, and they usually make no effort to find out. These men have little sympathy with and no real understanding of vocational education, particularly for commercial vocations. Their eyes are fixed on the 15% or so of an entering high school class who graduate, and, true to their aristocratic college traditions, they overlook altogether the 40% of the high school enrollment which does not come back after the first year.

The judgment of such men as to what subjects teachers should teach in the usual imitation commercial department is, to my mind, entirely useless. A man who thinks that anybody who can write shorthand is a stenographer, that all boys and girls in the commercial department should study bookkeeping, that 16 year old girls can make successful stenographers, knows nothing about the needs of commercial vocations. So, when the teachers' agencies tell us what high school superintendents and principals are asking for, I think we can disregard their statements altogether.

Your booklet contains extracts from four men having connections with private schools. For the most part, our private schools have suffered from lack of competition and of the inspiration which comes from original thinking. If the public schools were doing better work, the private schools would be doing better work also. Then they would no longer be preaching a uniform course of bookkeeping for all who enter, irrespective of age or previous business experience. In the av-

erage business college, we find 14 year old children from the seventh grade sitting beside 30 year old men who have had 10 to 15 years' experience in business. A child with his mind train-



Earl Wingert Barnhart was born in Chambersburg, Pennsylvania, Sept. 15, 1882. His parents moved to California in 1890 and eventually settled in Stockton. The boy went through the public schools slowly, losing much time because of the necessity for working. After graduating from the high school in 1903 he attended the Stockton Business College for about a year and taught a country school the following year. He attended the University of California, graduating in 1909 with the degree of Bachelor of Letters and spent the following year in post graduate work. In 1911-13 he taught in California High Schools and in 1913 was assistant supervisor in the San Francisco State Normal School. In July, 1913, he was elected head of the commercial work in Berkeley, California, High School. In 1915 he originated the unique commercial educational exhibit at the San Francisco Exposition known as the Standard Commercial School. In 1916 he was placed in charge of the secondary commercial work of the Summer Session of the University of California, and during the few years he was in charge of this work developed his department into the largest and most original school of its kind in this country. After spending a year in educational business research in San Francisco, he was elected Supervisor of Commercial Teacher Training at the University of California. In August, 1920, he became District Commercial Training Officer for the Federal Board for Vocational Education and on February 15th he was elected to succeed Mr. F. G. Nichols as Chief of the Commercial Education Service, Federal Board for Vocational Education.

ed by schooling may make a better classroom appearance than the untrained adult beside him; but it is obvious that the man with business experience can get more from the business course than the immature child. But all are treated alike, and the boy of 14 or 15 goes through a routine of bookkeeping sets that can mean nothing to him, in view of his lack of business experience.

Until the business colleges reorganize their courses, in order to meet the real vocational needs of their pupils, they will continue justly to be called "educational scavengers." It is very gratifying to find here and there in this country private school men who are aware of some defects in their work, and who are striving earnestly to find a solution to the problem. So far as an intelligent understanding of what should be taught in this field is revealed by their answers, most of the private business school men are as blind as the public school administrators.

Men who ask for more teachers of shorthand when our figures show that for boys and girls between 16 and 18 only one in eight, and between the ages of 18 and 30 only one in four, who have studied shorthand has ever held a stenographic position, reveal their ignorance of the real needs in commercial education. The demand for bookkeeping teachers from this same source is equally ill-placed, as our survey figures show.

Two business men contributed to this symposium, and their letters are particularly enlightening. Is it not strange that Mr. Hanson is the only man quoted in the symposium who points out that teachers of commercial subjects should have actual business experience before being permitted to teach? Did you notice also that he was the only one who pointed out that the better trained girls have come from under the direct supervision of teachers with practical business experience along the lines taught? Mr. Wilson, more than any one else, emphasized the need for broad knowledge and at least two years' general training beyond the high school, in addition to special training in commercial branches. Notice his stand in comparison with that of men from the teachers' agencies, who state that a teacher "may prepare (to teach commercial subjects) in a good school during the spring and summer and thus secure (a) commercial teaching (position) in September." Now, I think that what the business man has to say is of more value to school teachers than what other school teachers, including teachers' agencies and the private business school men, have to say.

A study of the subjects most in demand, according to this symposium, shows that every one recognizes the supreme importance of English, not only in the classroom itself and in the teacher's preparation, but also in business life. I think it is safe to say that the symposium thus emphasizes the

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MARSHALL

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never has been, and never should be, the chief function of our public schools. Anybody who does not know that, has yet to learn the A B C of the social and political fundamentals of this American democracy. The basal idea upon which this country was started is that the people should be equal, or as nearly equal as equal opportunities before the law can make them. It hardly needs arguing that you can't get equality among a people where some of them are given real education, while others are merely trained to be efficient bill-clerks, checkers, sales-girls, typists, comptometer operators, or mayhap, waitresses and bell-hops. I have been rather surprised that this New York "survey" for the guidance of the schools, did not include the need of special training for the bell-hops. I have encountered many specimens in my travels who exhibited this need.

Now, it will be conceded that primarily, this life is a warfare with the physical. People at large must first have food, clothing, and shelter, and they must get these by their own exertions, even if, in some situations, the soul has to be allowed to shift for itself. But it is not conceded that the children of this country, at least as yet, need to enter this war to supply bodily needs before they have doffed their knee-trousers or put up their hair. If any community in this country has got itself under such high economic pressure that its children can't be given a fair measure of schooling, it is time to segregate that community and give it special treatment.

It is shrewdly suspected that some of this demand for industrial specialization at the expense of education comes from a certain type of avid money-getter who shrieks for "efficiency" on the part of his young employees, and would get it at any sacrifice of the child's mental rights. But it is tolerably certain that enlightened public sentiment in this country will not tolerate the conversion of our public schools into mere vestibules of the work-shops, no matter how much it may serve the convenience of the mercenary Semites of New York and other big towns.

If this Republic is to stand, our schools must continue to be its bulwark as the chief agency of liberty and enlightenment, and this Republic is going to stand,—don't forget that!

ASTORIA BUSINESS COLLEGE

"Penmanship certificates were awarded by the leading pen art school of the world—the Zaner & Blosor Co., of Columbus, Ohio—to twenty-five since last report. The instruction in writing alone is worth the entire cost of the course. One young lady graduate wrote from Portland: 'There were a number of applicants, but I got the position, BECAUSE I COULD WRITE.'—From the Astoria, Ore., Business College Bulletin, May, 1921.

John W. Parker, for several months past a teacher in the Anthony Wayne Institute, Fort Wayne, Indiana, is this year Principal of the Commercial Department of Piedmont Business College, Lynchburg, Virginia. Mr. Parker has had wide experience as a commercial teacher, and is going to a high-grade school with a fine reputation. We congratulate both the school and Mr. Parker.

Mrs. Nellie Smith, Principal of the Burley School, Ipswich, Massachusetts, is securing excellent results in penmanship. The Zaner Method has been used in Ipswich for several years.

When a representative of Zaner & Blosor School visited Burley School last spring she was shown regular work in both spelling and English in the fourth and fifth grades which shows clearly that these pupils have learned a plain rapid style of business writing. Their work would be a delight to many a teacher correcting high school papers.

PUBLIC SCHOOL WRITING

(Continued from page 19)

line. Friday—Review at the seat that part of the week's work most needed.

Fourteenth Week. Carry out the work from now on as explained for the thirteenth week. Write the copies before teaching them. Use your judgment as to the number of tracers, letters, or words to be written on the line. Give copies for tracers at the board and on paper for the weaker pupils. When conducting the writing lesson, give criticism and copies on the pupil's paper when needed.

Fifteenth Week. Monday give "o" at board. Tuesday—"o-tracers" and small "o" on paper. Wednesday—"no" at board. Thursday—"no-tracer" and small "no" on paper. Friday—Give "in" or "on" at the desk as instructed for "no" on Thursday.

Sixteenth Week. Present the work from now on as previously explained.

During nineteenth week write a name slip (first name only) for each of your pupils as instructed in the Manual.

Give sentences on Friday each week at seat, as listed below: (The capital letter should be practiced before presenting sentence. See Alphabet, pages 12 and 13 in Manual.)

Twentieth Week—See me run.

Twenty-first Week—I can run.

Twenty-second Week—He came over.

Twenty-third Week—I see a six 6. (In developing figure 6 have pupils make tracers 2 spaces high, then make the unretraced figure 1 space tall.)

Twenty-fourth Week—I see a toad. (First letter in Manual is for tracer. The loop tracers and unretraced loops will be the same in size—4 inches at the board and 1 inch on paper; other letters in proper proportion.)

Twenty-fifth Week—Push the pen.

Twenty-sixth Week—All is well.

Twenty-seventh Week—See the kite.

Twenty-eighth Week—Can you run?

Twenty-ninth Week—We are quiet. Thirtieth Week—Go to the Zoo.

Thirty-first Week—Birds fly. (f is six inches long at the board and 1½ inches—3 spaces—on paper.)

Thirty-second Week—No board work. One figure each day at seat. About 5 tracers (2 spaces) and 9 little figures (1 space)—except figure 1—to the line. Make one line of tracers, then small figures (1 space). Leave a space after each row.

BLACKBOARD WRITING

Nothing handicaps the teacher of penmanship more than the inability to illustrate effectively on the blackboard. Students soon arrive at the decision that a teacher who cannot execute good work on the board, is a poor model to follow. Prestige is lost to just that extent. With this in view, we pay a great deal of attention to the blackboard writing of the young commercial teachers that we are turning out each year. Incidentally, we feel that this emphasis also has a tendency to improve the desk writing to a very great extent.

One of the features that we use for developing skill at the board, is the criticism that students give one another. For instance, one student will be sent to the board while the others observe. The student at the board will drill and illustrate. Other students will be sent to the board to criticize the drills of the previous student. Lines are retraced, curves are redrawn, drills are rewritten, and new drills are executed. These in turn are criticised by other members of the class.

Students then experiment with these criticisms, the whole class being sent to the board. New drills to bring out special features are developed. Each one of our students practically rewrites the entire "manual," strengthening it where it is "thought" weak, and adding to it where it is considered that more emphasis should be placed. The students take this "original" compendium out with them to teach from when they graduate, using it in connection with the regular manual in use in that particular school.

An interesting experiment is to send a student to the board and have the student put up a good illustrative word. Then have another student write the same word directly coinciding with the first. After five or six such retracings, some interesting tendencies are discovered. Such work will develop the technique of writing, and will teach correct form and movement.

The only claim for the practical side of these suggestions that I have is the six hundred and more high grade certificates won by our students during the past year. It worked for us, at least. We would like to hear from others. Let some of the younger set contribute. I keep my eyes on the youngsters.

G. G. HILL, A. B.

Director Commercial Teachers' Training Department, State Normal School, Indiana, Pa.



Modernizing Commercial Studies

SENSIBLE SUGGESTIONS for THOUGHTFUL TEACHERS

VITALIZING THE LAW COURSE

By Nathan Isaacs, Ph. D., S. J. D.,
Professor of Law, University
of Pittsburgh

The principles of Commercial Law vitally concern every student, but they have often been taught as a body of lifeless definition or abstract rules. I venture to say that a post mortem examination of the dead languages would indicate that their death has been due in part to the way in which they have been taught. "A vowel before *nd*, *ng* is long—a vowel before *nd*, or *nt* is short." If this is Latin, then I suppose it is law to say that every contract has five or six or ten essential elements, and they are, a meeting of the minds, competent parties, legality of subject matter, consideration, and so on and so forth. Could anything be more lifeless?

There is another way of approaching the subject. When introducing the subject of contracts, for instance, we may first lead the pupil to see that he is continually making and fulfilling contracts. I frequently ask my junior students how many have recently made any contracts. Very few respond. Then when I raise the question how the others reached the school, where they expect to get their luncheon, how they expect to get home, whether they have ever bought anything at all, whether they have ever sent a telegram or an express package, whether they have ever bought a postage stamp, a railroad ticket or a street car check, whether they have ever dropped a nickel in a telephone slot, in fact, whether they have ever used any money, done any work for pay, or even "swapped" anything. Gradually it dawns upon the students that the every-day acts of their lives are subject to the law of contracts. And they think of Commercial Law not as something relating only to courts of law-suits, but as the rules which govern daily business transactions.

When that lesson is driven home to the student—and to the teacher as well—the first step in the vitalization of the course is accomplished. To keep the interest sustained, it is absolutely necessary to keep the matter concrete and alive. I know of no way in which this can be accomplished without substituting some form of the case method of teaching for the "dry as dust" textbook method. Unfortunately, we have as yet no texts containing cases prepared so as to serve the needs of high school students. So the teachers have the doubly difficult duty of getting the material and interpreting it to the students. Yet this task is not so difficult as it may seem at first. In the first place, there are

excellent case books on contracts and all of the other subjects commonly included under the head of business law prepared primarily for law school students and a few prepared for collegiate business students. The use of one of these by the teacher must, it seems to me, tend to vitalize the course. We need no longer talk about consideration in the abstract when we can make the students ponder over the case in which a promise of \$5,000 was supported by a counter promise of a young man to abstain from chewing, smoking, and swearing, and a hundred other familiar cases that almost every book on the subject brings together.

Of course what is gained in intensity and interest will probably have to be at the expense of the breadth and the scope of the subject as it is ordinarily undertaken rather than taught. We may not be able to pump into the student quite so many definitions of such indefinite things and ideas as mortgages, negotiability, ultra vires, and what not. We may just as well face the necessity of cutting down the scope of the subject to the elements of contracts, with only enough allusion to the various types of contracts encountered in business to enable the student to see the all-pervasive nature of the elementary principles.

The number of legal principles that must be taught is very small; the applications to business life are almost unlimited in their variety. Unfortunately there was no thought of pleasing business men when these principles were formed in the infancy of English law. Accordingly, for their explanation and vitalization we must sometimes resort to history, and particularly the early history of business. Sometimes we must show how business men were compelled to work with stubborn legal principles that did not fit business needs at all. They had to make the law of leases out of feudal notions of landlord and tenant. They had to make a law of corporations by developing the semi-governmental institutions of Elizabeth's day into a modern business organization. And so on. All of these struggles are as much a part of the history of business as they are of the history of law, and the net result is as much a proof of the influence of business on the law as the influence of law on business institutions.

In short, to vitalize the law course in the business school, we must first of all bring it home to the student as a part of his everyday business life. Second, we must substitute some form of concrete cases for the dead, and, for that matter, inaccurate rules that are generally laid down in the textbooks. Third, we must concentrate our attention on fewer branches of the

subject than the ambitious writers of the treatises touch upon. The fundamental principles of contracts are quite enough to fill up the ordinary course. But, lastly, these principles must be thoroughly explained and placed in their proper historical setting; that is, the relation between the development of law and the development of business must be studied until the student finally sees for himself that law is merely a means to ends, and that the regulation of the business life of the community is not the least important of these ends.

Notes Notes

Miss Elaine G. Barker, one of the graduates of the 1921 class of the Williamantic, Conn., State Normal School, has been chosen to head the commercial work of the Winooski, Vermont, High School.

Miss Ellen J. Whitcomb, of Holbrook, Mass., is a new commercial teacher in the Braintree, Mass., High School.

Edward C. Bader, of Easthampton, Mass., is to be at the head of the commercial work of the Concord, N. H., High School the coming year.

Miss Luella Soderman, Dassel, Minn., is a new commercial teacher in the High School at Deadwood, S. D.

Miss Ethelind Caldwell, of Milford, N. H., has accepted a position to teach commercial work in the Orange, Mass., High School.

Kline S. Wernert, of Minersville, Pa., is to teach commercial work in the Danville, Pa., High School the coming year.

L. L. Kerney, last year with the Elyria, Ohio, Business College, is to be next year with the Rasmussen Practical Business College, St. Paul, Minn.

Mildred A. Wetmore, for the last two years commercial teacher in the Idaho Technical Institute, Pocatello, Idaho, is to teach in Newark, N. J., beginning in September.

Perley F. Richmond, of Lee, Mass., is to head the Commercial Department of the Chelsea, Mass., High School the coming year.

Annie M. Sullivan, of Waterbury, Vermont, is to be a new shorthand teacher in the St. Albans, Vermont, High School next year.

Lois J. Reed, last year with the Natic, Mass., High School, is a new commercial teacher in the English High School, Providence, R. I.

A. O. Hackman, for some years with Heald's Business College, Oakland, Calif., is to teach in the High School at San Jose, Calif., the coming year.

Robert B. Parker, for some years at the head of the commercial work of the Brattleboro, Vermont, High School, is to take charge of the commercial work in Vermont Academy, Saxtons River, Vermont.



BARNHART

(Continued from page 21)

TOLD OF TEACHERS

Florence Andrew, formerly with Link's Business College, Boise, Idaho, and last year a student at Boston, is a new commercial teacher in the Fisher Business College, Cambridge, Mass.

A. H. Quinette, for some years with the Irwin, Pa., High School, is to be a new commercial teacher in the South High School, Youngstown, Ohio, the coming year.

Louis W. M. Wilson is a new commercial teacher in Cook Academy, Montour Falls, N. Y.

Lillian Ryan, of Duluth, Minn., is a new commercial teacher at Ewen, Mich.

Ralph Rea Leuf, of Philadelphia, is to be next year with Williamsport Dickinson Seminary, Williamsport, Pa.

Nina O'Mealey, last year with the Miles City, Mont., High School, is a new shorthand teacher in the High School at Emporia, Kansas.

Marian Bachus, last year with the High School at Beaver Dam, Wis., is a new typewriting teacher in the McLachlan Business University, Grand Rapids, Mich.

Helen M. Perkins, recently with the Bristol, Conn., High School, is to be next year with the High School at Collinsville, Conn.

C. E. Birch, for many years head of the Commercial Department of Haskell Institute, Lawrence, Kansas, is the new head of the commercial work of the Lawrence High School.

Mrs. Susie Code, of Big Rapids, Mich., is a new commercial teacher in the High School at Lapeer, Mich.

Howard Winer will have charge of the commercial work of the High School at Klamath Falls, Oregon, the coming year.

Mr. and Mrs. W. A. Abernathy, for some years with Buena Vista College, Storm Lake, Iowa, are to be new commercial teachers in the Morris, Ill., High School.

Edyth Breen, of Platteville, Wis., is a new teacher in the Shorthand Department of the State Normal School, Indiana, Pa.

Erwin F. Bitters, last year with the High School at Menomonie, Wis., has recently been elected head of the Commercial Department of the Titusville, Pa., High School.

F. C. Brofee, last year with the Porter School of Commerce, Evansville, Ind., is to teach accounting in the Bryant & Stratton College, Buffalo, N. Y., the coming year.

M. Louise Wallace, recently with Brown's Business College, Rockford, Ill., is a new shorthand teacher in the Nettleton Commercial College, Sioux Falls, S. D.

William A. Donovan, of Lawrence, Mass., is a new commercial teacher in the Lowell, Mass., High School.

Miss Harriet M. Bigelow, for several years a commercial teacher in the Wakefield, Mass., High School, is to teach next year in the High School at Stamford, Conn.

Cora L. von Doehren, last year with the Cloverland Business College, Escanaba, Mich., is to teach commercial work in the High School at Le Mars, Iowa, the coming year.

Howard E. Brooks, of Salina, Kansas, is a new commercial teacher in Palmer College, Albany, Mo.

L. G. Jenness, of Danbury, N. H., and **Mrs. Shirley Brown**, of Onset, Mass., are new teachers in Brewster Free Academy, Wolfeboro, N. H.

Theresa C. Haley, of Springfield, Mass., is to teach commercial work in the Saugus, Mass., High School the coming year.

Charles W. Pearson, last year head of the commercial work of the Arlington, Mass., High School, is to be Lecturer in Commercial Pharmacy at the Massachusetts College of Pharmacy the coming year.

Miss Helen Haynes is a new commercial teacher in Havana, Illinois, High School.

Miss Laurine Lee, of Lorain, Ohio, is a new shorthand teacher in the Cloverland Commercial College, Escanaba, Mich.

Carrie M. Haller, last year with the High School at Charleroi, Pa., is to teach shorthand and typewriting the coming year in the Girls' High School, Reading, Pa.

Florence A. Watts, last year commercial teacher in the Nyack, N. Y., High School, has accepted a position as commercial teacher in the Cliffside Park, N. J., High School for the coming year.

Miss Gladys L. George, recently with the Waubay, S. D., High School, is to teach commercial work at Syracuse, Neb., the coming year.

Miss Adah Crumrine, of Delaware, Ohio, is a new commercial teacher in the South River, N. J., High School.

J. DeWitt Jobborn, Danville, Pa., has been chosen to head the commercial work of the Bradford, Pa., High School for next year.

Harry A. Cochran, last year with the Department of Commercial Education of the University of Pittsburgh, is to be Head of the Banking Department of Temple University, Philadelphia, the coming year.

Mrs. Nancy Evans has been appointed to teach commercial work in the Rochester, N. H., High School.

most vital subject of all in the commercial curriculum, for it is evident that schools everywhere should be paying more attention to English for business life—oral English, conversational English, letter-writing, advertising, and other phases of the art of expression. There is in the symposium, of course, the self-same repetition for shorthand and bookkeeping that characterizes our present-day traditional commercial courses. This is to be expected. The demand for higher accounting is significant as indicating that the private schools are recognizing that their present courses in bookkeeping are inadequate for the old group of their students. Penmanship, of course, ranks very high. Altogether, we find 17 subjects mentioned by those who contributed. The number of subjects suggested promises well for the future of commercial education, provided that the job-needs of the boys and girls, as well as their needs for promotion in the future are recognized.

The most refreshing note in the whole symposium is the demand for broader training for teachers—business psychology, economics, office management, accounting—coupled with the emphasis upon the real teaching spirit—enthusiasm for the work.

However, the symposium fails to point out that to meet present-day demands in the large cities a complete readjustment in both public and private schools of our traditional commercial courses is necessary and that teachers in planning to enter this field should prepare accordingly. I would recommend to every public school administrator and every business college man, as well as to the head of every teacher-training institution, that he study the summary of conclusions and the table showing distribution of occupations in our Bulletin 54 on the Survey of Junior Commercial Occupations. This is the first authoritative collection of facts about the commercial occupations actually followed by the younger group of boys and girls in this country. Preliminary returns from the Survey of Senior Commercial Occupations—those followed between the ages of 18 and 30—show a striking similarity to the facts found true of the younger group. Commercial education must be readjusted to meet the facts such as those revealed in these surveys. Unfortunately neither our school administrators, our teachers' agencies, nor our private school men seem to recognize the need for readjustment. Our business men seem to be the most accurate in pointing the necessity for a new basis for teacher training. So teachers who are interested in preparing for the widest field in all vocational education must look carefully lest they take the wrong path.

(Did you read the Symposium? If not, ask for a copy. It is free.)



B. E. STARS

(A Page for the Business Men of Tomorrow)

THE "B. E. STARS"

To become a STAR you must make a total of five points, each of the following items counting one point. Two at least of the five points must be made after leaving high school or business college. The object of this organization is to help you over the first year in business. If you get a good start then you are likely to go fast and far. If you land in a blind alley or get a poor start you may stop a long ways short of where you want to be.

Of the points listed the first four must be made after you leave business college or high school. Points 5, 6, 7 and 8 may be made in school or after leaving school.

If you are already at work this is no reason why you may not earn five points. Numbers 4, 5, 6, 8, 9, 10 and 11 are entirely possible to persons who have left business college or high school without graduating, but who are ambitious to better themselves.

Each Counts One Point

1. Complete Bookkeeping Course.
2. Complete Shorthand Course.
3. Graduate from 4-year High school.
4. Secure Zaner Method (or B. E.) Pennmanship Certificate.
5. Speed record of 125 words a minute in Shorthand.
6. Speed record of 60 words a minute in Typewriting.
7. Secure Special Certificate or recognition (such as O. G. A. — Advanced, or Remington Accuracy Award).
8. Complete year's work in Correspondence School, Night School, or College.
9. Secure a position, and hold it two months.
10. Earn and save \$200.00.
11. Receive salary increase of 50%.
12. Earn a recognized academic or professional degree (A. B., B. Sc., C. P. A., or other degree).

How to Join the B. E. Stars

Any ambitious young man or young woman may become a member. There is only one requirement—that you subscribe for the BUSINESS EDUCATOR for two years, but at the special price of \$1.50. The regular price of the Students' Edition is \$1.00 a year.

The following students in Englewood Business College, Chicago, have already enrolled as members. If you want your name to appear in the October number send us your subscription quick:

E. J. Pauch—3402 S. Marshfield Ave.
Signe Swanson—111 W. 114th St.
Ernest Kamenske — 10318 South
Charles St.

Edward Winkelried—1423 Calumet Ave., Whiting.

CASH PRIZES FOR LETTERS

The officers of the National Commercial Teachers' Federation are planning to make their next convention in St. Louis, December 27, 28, 29, 30, 1921, the largest and most important in the history of the organization. Hundreds of business educators—leaders in their profession—attend the convention each year and know the great benefits to be derived. But what shall we say to the hundreds of other commercial teachers that will induce them to join the Federation and likewise participate in its benefits?

Letter Writing Contest

To create a greater interest in the writing of effective letters, and at the same time secure the aid of commercial students in advertising the Federation, a letter writing contest will be conducted, open to any commercial student now attending any school in the United States or Canada.

Simply submit a form letter, containing not more than 350 words, presenting facts and arguments that will induce commercial teachers to join the Federation and attend the St. Louis meeting. Place on the back of the letter submitted your name, home address, and the name and address of the school you are attending. This should be followed with the signature and address of one of your commercial teachers, which will indicate that you are eligible to enter the contest.

As soon as completed, but not later than November 1, mail your letter to N. C. T. F. Contest Committee, in care of Robert A. Grant, Odeon Building, St. Louis, Mo.

The prizes are as follows:

First Prize	\$25
Second Prize	15
Third Prize	10
Fourth Prize	5
Five next best, each.....	1

How to Get the Information Needed

Ask your commercial teachers to tell you the advantages of membership in the Federation and how they will profit by attending the St. Louis convention. Ask them to assist you in getting any further information needed. Pupils may also secure data from the files of magazines devoted to commercial education, from those who have attended the conventions, and from the general secretary.

Every commercial student has an opportunity to produce a real letter in competition with all students of the United States and Canada. Think of the magnitude of this contest, and think of the honor that will come to those who win! No matter how large or how small the school you are attending, enter this contest. Whether you win or not, the effort of trying will be worth much to you. Will you try?

ROBERT A. GRANT, President,
Odeon Building, St. Louis, Mo.
JOHN ALFRED WHITE, Secy.,
818 Monroe Street, Gary, Indiana.
(We should be proud and glad if readers of The Business Educator should win all the prizes.—Editor.)

WORTH TRAINING

Are you worth training? Leaders in industry evidently think that you are.

Can you afford to spend the time necessary to secure the technical knowledge of some particular line of business?

Large employers are willing to invest money if you will give your time.

For instance, the Western Electric Company is offering employment to a limited number of high school graduates and will include six hours a week of study during the regular hours of employment. The young men will be paid as much while studying as while working. The course requires three years to complete and covers the fundamental principles of physics and mathematics and their use in telephony.

This company evidently thinks that your mind when trained will be valuable to them. If it is worth while for this company to offer training it is certainly worth while for any young man to secure the training for himself.

THE STUDENTS' CORNER

Thoughts

"As a man thinketh in his heart so is HE." Not, so are others; but so is he.

"Nothing is either good or bad but thinking makes it so."

How do you think? "Why, I think with my brain, of course!" But how do you know? Two thousand years ago the wisest men supposed people thought with their hearts. Aristotle, who was the teacher of Alexander the Great, thought so. He thought the brain was a large gland which secreted water for the purpose of cooling the system and quieting the emotions when one became very greatly aroused.

What do you think? That's different, isn't it? Yes, decidedly. When we consider what we think, we enter a field where we do have something to say; for with a little training we can acquire absolute power over our thoughts.

But what is a thought? "Oh, please don't ask me such hard ones." Our thoughts are ourselves. We are the product of all the thinking we have ever done. A thought is an unexpressed act. After it has been said or done it is no longer a thought—it is a released force; gone on its journey to make the world happier or sadder, brighter or darker, harmonious or discordant.

Sow a thought and you reap an act.
Sow an act, and you reap a habit.
Sow a habit, and you reap a character.

Sow a character, and you reap a destiny.



Little Stories of Business

By CHARLES T. CRAGIN
Holyoke, Mass.

ON THE JOB

An Incident in the Life of a Business Girl

"C-a-s-h! C-a-s-h! C-a-s-h! C-a-s-h!" Like the sharp rattle of musket fire rang the insistent cry from scores of counters all over the big basement bargain room of Heltmans, and swift as shuttles flashing through the warp and weft of the loom scores of little girls darted up and down the long narrow



aisles from counter to cashier. Like a dark flash of lightning, swiftest of all, most alert of the alert flock of youngsters, dashed Yvette, fourteen or fifteen, slight, dark, with eager eyes, white teeth, lips that began to pale in the excitement of the day's work, abundant dark brown hair that rippled in natural waves, form as yet undeveloped, but straight as an arrow. That was Yvette, only daughter of the Widow Maxwell. Robert Maxwell, the father, two years under the daisies, had been a Scotch carpenter, who had married a French girl of excellent family, Marie Devienne. She was not Canadian, but real French and the little girl, Yvette, oldest of the family of three children, the other two boys of eight and six, spoke French as fluently as she did English, for her mother was a well educated French girl.

Everything was going nicely with the Maxwell family. Yvette, exceptionally bright, had just graduated at thirteen from the Grammar grades and was ready to enter High School. They lived in a neat flat uptown, around 125th St. and while the family of four used up Mr. Maxwell's salary without difficulty, still they laid by a few dollars every month for the rainy day that comes to most of us as we journey through this vale of smiles and tears.

But the rainy day of the Maxwells was a cloudburst. A staging broke and Robert Maxwell was brought home in an ambulance with a broken neck. It was a bolt of lightning out of a clear sky, and the result most disastrous.

The small sum of money in the Savings Bank was soon exhausted. Mrs. Maxwell with the two young children to look after, secured a position with a dressmaker up town, and Yvette got a position as cash girl in the great basement bargain room of Heltmans, the best department store in New York.

If the editor of the Business Educator allowed me all the space I wanted, I could tell you a very interesting

story about the progress of this little Scotch-French-American girl during the next five years. But the editor says I am too long winded anyway and slashes out some of my finest sentences, because he says three thousand word is about all the space they can give in a magazine of this size, and it is hard work to tell a life story in three thousand words. I am not going to do that but just tell you one incident to show how Yvette obtained her present excellent position in one of the most exclusive Modiste establishments. For five years she worked her way up from department to department of Heltmans until finally in the course of time she found her place in 1914, drawing an excellent salary of \$25 a week, which was big money in those days.

Yvette, a very attractive young woman of twenty-one, not beautiful but better than beautiful, attractive because intelligent, sympathetic and magnetic. She was second assistant to Madame Loiset, head of the exclusive dress department to which came a high class of trade for imported novelties, and costumes made from French patterns by domestic talent, every bit as good as could be found in Paris itself.

It was the custom of Madame Loiset to go to Paris every spring or early summer and there obtain from Poiret, Worth and others of the great French designers, models which were brought across the ocean to the modiste department of Heltmans and made up to the order of those who like to pay 125 for a simple morning gown or \$500 to \$1,000 for an evening dress. Madame Loiset was all ready. Her ticket on the great floating palace Lusitania was secured, her letter of credit ready to be made out, when luck came to Yvette. Madame Loiset, the \$150-a-week head of the department stepped on a banana peel and did just what you or I would be likely to do if we stepped on a banana peel; that is, sat down very emphatically on the hard pavement and fractured her hip bone. It was the hospital not the Lusitania for Madame Loiset, and the deuce was to pay in the modiste department of Heltmans. Those Paris models must be had. There was no time for delay and Madame Loiset, from her narrow white bed in Roosevelt hospital, said there is only one that can do it. Yvette. "She speaks French as well as I do. She knows our trade. She knows what we want and you must send her across to Paris." And so it was Yvette whose photo adorned the passport. It was Yvette to whom the letter of credit giving her command of pounds, shillings and pence in London and francs in Paris was made out, and

it was Yvette with joy in her heart and the blood fairly dancing in her veins who waved her handkerchief from the taffrail of the great ocean greyhound Lusitania as it pulled out from the dock on the North River and steamed down through the narrows that July day, 1914. She knew how great was her opportunity if she could make good. It meant an increase of salary and a standing with the firm or with the modiste trade of New York that insured her a liberal salary as long as she wished to work.

I don't need to say much about the trip. The great ocean liner plowed through the waves like a race horse, and in less than five days from the time the pilot left her at Fire Island she tied up at her dock at Southampton.

Many acquaintances are made on shipboard if you are not sea sick, and you are not likely to be sea sick on a great floating palace like the Lusitania, so soon to attract the eyes of all the world by her tragic fate two years later. Yvette made one very pleasant acquaintance, a young man from the West, name Frank Wallace, age about thirty, correspondent of a Chicago paper, going across on business to pick up trade news for his paper. London was his first destination; after that, Paris. The two became friendly as people do become friendly on shipboard, when conventionality is set aside.

Yvette was going to stop a day or two in London to look at the styles there and perhaps pick up a pattern or two, but her main destination was Paris, where she expected to spend a month and return early in August. Wallace didn't expect to reach Paris much before her date of leaving, but they hoped to meet again in the gay French Capital.

It is a little channel that runs between Folkstone and Calais not more than 50 miles if as much, but the little steamer pitched and tossed and Yvette was mighty glad to feel her feet once more on dry land and that dry land the land of France, the home of her mother's childhood days. The hundred mile run to Paris was done in swift time, and then the real business of Yvette's trip began. It was her first experience abroad, but she spoke French as well as any native and had no difficulty in finding her way about the great shops of Paris, where her letters of introduction from the head Modiste of Heltmans gave her instant admittance and polite attention. She secured during the month of July several exclusive creations from the great French fashion makers. It was not her intention to take back a large number of dresses. These were ordered to be shipped later, but she did intend to take back perhaps a dozen or fifteen model patterns from which, in New York, were to be made the fall showing of Paris fashions at Heltmans. Just before she left London, Wallace called again, and in a newspaper pointed out in black head lines,

(Continued on 2d following page)



YOU CAN, TOO

True Stories of **HARD WORKERS** Who Win



THE MAKING OF A BANK CASHIER

G. E. Spohn, President "4-C" College of Commerce, Madison, Wis.

At the age of twenty-five, H. S. Grinde was living on a farm in Dane County, Wisconsin. He had had only five years' schooling, and his prospects of achieving success were not at all bright. That was only a few years ago. Then he enrolled in the Capital City College of Commerce of Madison, Wisconsin. Today he is a successful and prosperous man, with a brilliant future before him. Few graduates of a business college have had such an interesting and inspiring career.

Even in his teens Mr. Grinde had built many air castles, but he could not realize his ambition because his parents could not afford to send him to school. But at the age of twenty-five, he came to the conclusion that he could not realize his desires unless he should leave home and get additional training, so he decided to leave the old farm and secure more schooling. When he applied for entrance in the above named commercial school, all he had to his credit was an over-throwing ambition and a willingness to work, not only in school but out of it as well.

During his evenings on the farm, he had acquired some considerable skill on the violin, which proved of much value after entering school. He possessed executive ability, and very soon organized among the student body a club which gave entertainments for the students. He himself became the spokesman and leader of this club.

He conducted these entertainments during the entire time he attended school, and the money received, together with the work he did for his meals in restaurants near the school, paid for all his expenses, including tuition and supplies, and left him a nice cash balance when he graduated.

After two years of training and

hard work, the school placed him in a position in a bank at Stoughton, Wisconsin, within a few miles of Madison. This position he held for about two years. He did his work so well in this bank that his employers felt that Henry was too big for the job they could provide, and soon found him a better opening.

The Farmers & Merchants Bank of Sheyenne, North Dakota, was looking for a wide awake cashier, and Mr. Grinde was recommended for the place.

During the time he was working in his first position at a small salary, he saved some money; and when the opportunity came from North Dakota,



H. S. GRINDE
Cashier Farmers' & Merchants' Bank,
Sheyenne, N. Dak.

he was able to make a small investment. The new position with its greater opportunities, was the fulfillment of his dream of many years.

He has now been with the North Dakota bank for some years, and during that time the volume of business has grown far beyond expectations. To show how appreciative the other officers of the bank are of his services, we may mention that a few years ago these officers presented him with an automobile as a Christmas present.

This modest farmer boy who had reached only the fifth grade when he applied for admission into the school, has been enabled through a two year's training in a business college, to increase his earnings to \$7000 or more a year.

This young fellow with no advantages such as young people enjoy today, achieved the seemingly impossible task, and made of his life a

glorious success. While he has made a mark and is not through growing, yet what he has accomplished is nothing but what any other young man can do if he has the will power and the stick-to-itiveness and the determination to succeed.

Mr. Grinde is a popular business man in his city. His services and advice are sought by his friends and fellows throughout the vicinity. People are glad to pay him high wages because he does not fall down on the job. He gets results.

Mr. Grinde is wide awake and alive. He is back of every enterprise in his city and community. He is entirely reliable and honest. He keeps his word. He always does more than he is paid for. He does not stop his work because the clock says it is quitting time. He is always ready and willing to do more than he is told to do.

Now let me ask the question: Why is it that not more young men make a record equal to this one? Mr. Grinde did not wait for opportunity to seek him, but he just got busy and worked his way into the presence of opportunity and then had enough good horse sense to grasp it at the right time. I feel at times in my connection with the training of young people, that most of them lack sincerity and are not serious minded enough while in training and even after accepting their first position. Worth while success is not achieved by a shallow thinker or one who gives most of his time and attention to having a good time. In order to attain a degree of success worth while, one must fight for it and deprive himself of many things which some people believe they cannot do without. I dare say that the plain reason we do not have more Grindes among our young men today is because of their light-headedness and an unwillingness to work hard even though the job is disagreeable. Learning to like the disagreeable things, in school and out of it, has much to do with the success of anyone.

"A man can only be said to be truly educated when he can apply his knowledge to the solution of his daily problems. What the business world now most needs is not young people who can do a wide variety of things indifferently, but those who can do one thing, or relatively few things, with dispatch and accuracy."—Marian Seeley, Graduate Maquoketa, Iowa, High School.

Mr. Grinde was twenty-five when he entered Business College. Some of you think that eighteen or twenty is too old—that you should be earning money by that time.

Mr. Grinde left school at the fifth grade—because he did not have the opportunity to go longer. But he didn't advance far until he had taken a Business College course.

MORAL. Learn as much as you can, and keep on learning, no matter how old you are.

When Mr. Grinde entered Business College he could do one thing especially well—play the violin. And playing the violin enabled him to earn enough money to complete his Business College course—and become a bank cashier.

MORAL. Learn to do some one thing extra well.



CRAGIN

(Continued from 2d preceding page)

Assassination of the Archduke Ferdinand.

"Who's the Archduke Ferdinand?" said Yvette.

"Why, he was the heir apparent to the Austrian throne, I believe," said Wallace. "A crazy boy student shot him and his wife both as they were making a visit to Belgrade and it serves the fool right, he had no business to be there, they had tried to kill him twice and he ought to have known enough to keep out of there. Some of the newspaper men here say that Europe has been preparing for a big war, but of course, that's all poppycock. The big business bankers won't let them fight. France would like to get a whack at Germany, and Germany's loaded for bear, and Kaiser Bill has been rattling his sword for years, but nothing will come of it. The bankers won't let them fight." All of which goes to show that Mr. Wallace, like the rest of us, made a mistake in his estimate of things.

Anyway the first of August came and like a thundered cloud, Germany threw on France an endless wave of men armed, cap-a-pie; blew the great forts of Liege and Namur to flinders, and trampled Belgium under blood stained feet. "Nach Paris! Nach Paris!" was the cry of the great troops of singing soldiers under the double eagle of Germany. Then that noblest of all war songs, the Marseillaise, rang out in shrill response all over France, and the gay French Capital let loose a million people, and the call "Aux Armes, Citoyens! Aux Armes!" on every vacant space. And how they rallied to the tricolor of France. The infantry in their gay red trousers, Chasseurs with their waving horse plumes, snappy little artillerymen with those terrible 75 millimeter guns that were to shatter the German legions.

Then while the thousands of tourists from all parts of Europe were trying to get home, the railroads of Germany, Austria and France were instantly commandeered, tourists' baggage relentlessly thrown out. The trains were only open to troops hurrying to the front. The tourists found that only gold was good for anything as a medium of exchange. Letters of credit were stopped. Yvette found that to get passage to New York with her exclusive patterns was just about as feasible as to get a passage to Mars or the moon and, more than that, she had only a few hundred francs in French money and things looked pretty bad, for Yvette must have those patterns in New York before the first of September or lose the fruits of her trip abroad.

Of course it wasn't Yvette's fault, and most girls of twenty-one would have made the best of it and not tried to get the models across but Yvette wasn't built that way. She said, "I have got to be on the job, I have got to get those models to New York if it is humanly possible to do it, and I am going to the wife of the United

States Consul and see if they can't help me out. I have got to have money anyway," and she started, amid the frantic mob. It was no slight task to get to the residence of the Consul, for every car had been commandeered, and cab-horses were few and far between. Not a taxi anywhere was running, for the military authorities had seized gasoline and artillery had taken the cab horses, but she got there somehow.

The wife of the American Consul at Paris was a New York girl and it didn't take long for Yvette Maxwell to explain to her the difficulties of the situation.

"I've got to make good you see!" said Yvette. "It is my big opportunity! This first time they have ever given me anything of importance to do. If I can get those twelve model patterns across, we will make a scoop on all the other modistes of New York. It would be worth thousands to Heltmans and it will be just the making of me. Probably, I cannot do it but I'm not going to let my chance get by. If it is possible to squeeze that steamer trunk with the model patterns on to any kind of a boat steering for New York, I'll go across if I have to go in the coal hole!"

"That's the talk, honey!" said the Consul's wife, "but I guess you will have to give it up. You cannot do the impossible. Thousands of people are rushing to the seaports, every inch of room on every steamer sailing from Havre or Brest has been taken, and it is almost impossible even to get to either place, though I suppose we could seize an auto somewhere perhaps and get you through to the steamer if there was a chance of getting on. We can help you on the letter of credit. We have just got authority from Washington to cash special letters of credit. We can give you money, gold or silver, which is the only thing that is good in Europe now and my husband will see to that, but that is all I can see that it is possible for us to do." And just then a man passed by the open door, tall, wiry Frank Wallace. I don't suppose Yvette was ever so glad to see a man as she was at that moment to meet once more the breezy westerner whom she at once introduced to the wife of the Consul. "Well! Well!" said Wallace. "I was going to look you up this afternoon anyway, but I had to come here first. I have only got a day in Paris then it is me to Gibraltar, 'Gibraltar!' exclaimed Yvette. "Yes, Gibraltar. You see, there is going to be a big scrap over there, no question about it. England threw her hat into the ring last night. Russia has already mobilized, and Italy and Spain are liable to get mixed up in the muss before it is over. I got a wire in London yesterday in the morning to go to Gibraltar and report the situation there. I am detailed for special war work and the fleet of the Mediterranean is to assemble at the straits of Gibraltar. I'll get further instructions when I get there as to what the paper wants, but the deuce and all is how to get there.

The railroads are all in the hands of the military. If I can get to the Spanish border I'll make it all right, but the only way to do that is to get an automobile and a passport from the military authorities and race for it and the U. S. Consul has got to help me out. Money is no object. My paper foots the bills."

A dazzling thought flashed through the mind of Yvette Maxwell. In hurried words she told the young newspaper man of her own predicament. He had to laugh, for the matter of a dozen models seemed small to him; but he could see how important it was to this young girl, carrying out her first commission for a great New York business house and he said, "By the living of Jehosaphat! If I can get a motor, beg, borrow, buy or steal it, and you will pack these models of yours into the smallest possible compass, I'll take you to the Spanish border with me and we will make Gibraltar by train. Italy has not gone into the war and we will sure be able to squeeze you into some kind of craft going through the Mediterranean, headed for New York. What do you say?"

It is unnecessary for me to repeat just what Yvette did say, but in the slang of the day "it was a mouthful," and then the American Consul came and he and Frank Wallace started out to beg, borrow, buy or steal a motor that would send the correspondent 500 miles across France from Paris to the Spanish border.

A big newspaper with the United States behind it can accomplish wonders, and at three o'clock the next afternoon Yvette Maxwell and Frank Wallace left Paris in a powerful Panhard motor with a speed record of eighty miles an hour. I wish I had space to tell you all about that 500 miles or more from Paris southward to the Spanish border. The chauffeur, secured through the agency of the American Minister, was a daring Frenchman who could guide his powerful engine with the eye of an owl in darkness as well as in daylight. In the snuggest of steamer trunks were packed the models. You don't it don't take a great deal of dress material to make a fashionable costume and the space occupied was no great. The precious trunk with its contents worth their weight in yellow backs was tightly strapped to the tonneau.

It was impossible to make high speed, for everywhere there was the blare of bugles, the blast of trumpets, the rattle of drums, and the singing of the great French war song, as they flashed through hamlet, and valley and city, on their swift southward dash for the border. There wasn't much chance for talking. Yvette, well wrapped up, slept a large part of the time, though she had to be awakened every few minutes for Wallace spoke no French, and her knowledge of that language was of great value in getting past the constant stopping of the car by military officials. Their passports from the French War Department put them through without much delay.



and at ten o'clock the next morning, August 14, they were halted by the "Who goes there!" in Spanish instead of French. That meant the Spanish border. There was not much difficulty in getting across, and a few miles further brought them to a railroad station on the great southern line which passed through Madrid, and southward to Gibraltar. There had been a few short stops for gas and food, but it was a great relief to get once more on a railroad train, and the chauffeur was dismissed and sent back to Paris with a gratuity that made his short cropped hair rise like "quills upon the fretful porcupine."

There was no Empire State Express running on the railroads of Spain and progress was much slower by train than by car, but at sunset, August 15, Yvette and the special war correspondent were in Gibraltar, the quaint old Moorish town with the great rock towering high above it, and the Union Jack of England fluttering at the top of the flag staff. Three days later by means of wireless and money, a place was secured for Yvette on the west bound steamer Tuscania, sailing from Barcelona to New York. I haven't time to tell the swift passing of those three days. You may be very sure that Yvette Maxwell and Frank Wallace had become as well acquainted in the week that had passed, as if they had been "little boys and girls together," and with a promise to meet once more when the war clouds rolled away they parted on the deck of the not very palatial steamer. She

was glad enough to get a berth anywhere, and ten days later hailed with joyous heart and sparkling eyes the Goddess of Liberty as she held her torch high in the air as the Tuscania plowed through the narrows, and an hour later berthed at her dock on the North River.

It was a "scoop" sure enough. The war had stopped all kinds of importations, and Heltmans was the only Modiste department to show real Paris models that fall. Yvette Maxwell was the event of the season. The great company which employed her didn't try to hide her light under a bushel, but the story of her wild dash of nearly a thousand miles to get those models over was amplified to the nth power by the ad men and the newspapers, and there was a check for \$500 which came in very handy in the era of high prices for everything eatable that dawned in the immediate future.

If this were a made up story, Yvette Maxwell would marry Frank Wallace, and live happy ever after but it isn't, and the marriage has not as yet taken place, but Yvette is not yet thirty now and Wallace is just out of War Service, and who knows what the future may have in store for a girl who was "on the job."

C. E. Yost, last year with Merchants' & Bankers' Business School, New York City, has accepted a position for the coming year with Hefley Institute, Brooklyn, at a generous salary increase.

Miss Emerit E. Booth, Supervisor of Penmanship in the Warren, Ohio, Public Schools, finds herself in this position because of her liking for penmanship. For several years she has been giving special attention to the teaching of penmanship and last year was Acting Director of Writing in the Warren schools. As a result of her good work she is given a larger responsibility.

Miss Booth spent several weeks during the summer of 1919 at the Zanerian. She is a graduate of Oneonta, New York, Normal College, and has a life certificate in New York State as well as in Ohio. Miss Booth is especially successful in devising plans for teaching writing to children in the grades. In a recent letter she states that the children under her care have come to enjoy the writing lesson and that often when the time comes for the material to be put away they say "Oh, we just got started. I wish I could stay here all day." In the 8-A class she offers pupils extra work in lettering and designing one period each week, and last year the children came to the school an extra evening each week for that work.

With her thorough preparation and liking for the work, Miss Booth can hardly fail to bring the writing in Warren up to a still higher standard.

Arthur L. Ross, for some years head of the commercial work of the Orange, Mass., High School, has been elected to head the commercial work of the High School at Fitchburg, Mass.



H. E. Wilson, supervisor of writing in the public schools of Sioux City, Iowa, has enthusiastic penmanship classes at East Junior High and West Junior High. He is seen here standing at the west side of the West High School certificate winners and at the east side of the East High School certificate winners. It will be seen that they win certificates by the wholesale in Sioux City.

When it was evident that these two schools were running a close race for certificates we asked Mr. Wilson to send us pictures of both classes. We haven't counted them to see which one is ahead, and it is likely that some certificate winners were absent from each school when these pictures were taken. However, the evidence is here that there are a large number of good writers in both schools. We congratulate the schools, the penmanship teachers and Supervisor Wilson.



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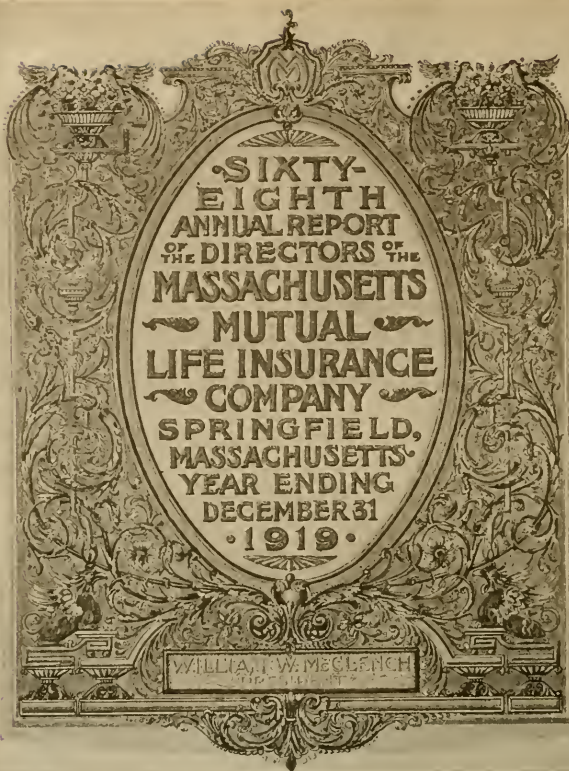
given away. I will sell a first-class Business College in fine territory, with no competition for \$1,000.00 less than its real value. Terms for part.

Address B. H. H.,
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IF you have a school for sale, or wish to buy, WRITE TO ME. Strictly confidential. Many schools and buyers already listed. Costs nothing to learn my plan. Simply say "Send particulars".

H. K. W.,
Care of Business Educator, Columbus, Ohio



By E. A. Hovis, Policy Engrosser for the above Company. The design is appropriate as well as beautiful.

Miss Electa M. Button, a member of the 1921 Training Class of the State Normal School, Indiana, Pa., is to teach commercial work in the Maple-Newtown High School, Newtown Square, Pa., the coming year.

Nellie Scanlan, for the last few years with the Goldey College, Wilmington, Del., is to be at the head of the Short-hand Department of the Drake Business School, Passaic, N. J., the coming year.

Teachers Wanted

Penmanship or Commercial, Fine Salaries.
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Philadelphia, Pa.

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A FINE TEXT for Business Colleges, High Schools, Parochial Schools, etc. Exceptionally fine for Individual instruction by the Class Plan or for Private Instruction. Write for free booklet "How to teach Pitman Shorthand in Twelve Lessons."

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Courses for City Carrier, P. O. Clerk, Railway Mail Clerk, Rural Carrier, etc., composed of questions used in recent Government examinations and lesson sheets arranged exactly same way. Our 116 courses only \$5 for short time. Satisfaction guaranteed or money refunded. Our students have made 99.50 per cent. in Government examinations.
Sample lesson, illustrated catalogue free.

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Notes

Roy B. Jacka, last year with the High School at San Andreas, Calif., is to teach in Coleraine, Minn., the coming year.

C. Aileen Snyder, a graduate of this year's class of the Indiana, Pa., State Normal School, has been engaged to teach in the High School at Connellsville, Pa.

Lee F. Correll, for some years with the State Normal School, Plattsburg, N. Y., is a new commercial teacher in the New Bedford, Mass., High School, at a generous increase in salary.

Miss Irene Burch is a new shorthand teacher in the Link Business College, Clinton, Iowa.

D. E. Whaley, last year Director of Manual Arts in the Greenwich, Conn., schools, has accepted a similar position in the Rye, N. Y., schools for the coming year.

Della L. Briggs, for some years with the Canton, Ohio, Actual Business College, is to be next year with the Port Arthur, Texas, College.

C. A. Bowes, for the last few years with the Morse Business College, Hartford, Conn., is now teaching in the Bryant & Stratton Business College, Manchester, N. H.

Miss Josie Burke is a new commercial teacher in the Rock Springs, Wyoming, High School.

L. Broadwater, for some years with Link's Business College, Portland, Oregon, has been engaged to teach accounting in the Bryant & Stratton Commercial School, Buffalo, N. Y.

Sarah C. Stinson, last year head of the commercial work of the Danvers, Mass., High School, has accepted a similar position in the Manchester, Mass., High School, to begin in the fall.

F. E. Wilson, of the Concord, N. H., High School, is to teach commercial work in the Providence, R. I., English High School the coming year.

Helene Moore is a new commercial teacher in the Brattleboro, Vermont, High School.

Marie A. Watson, for some years a commercial teacher in the Berkshire Business College, North Adams, Mass., is to teach commercial work in the High School at Presque Isle, Maine, the coming year.

Miss Ruth A. Towle, now teaching in the Haverhill, Mass., Business College, is the new head of the commercial work in the Amesbury, Mass., High School. Miss Hannie Mae Palmer, now teaching in the Medford, Mass., High School, has also been engaged to teach commercial work in the Amesbury High School.

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Never were the opportunities better. Many attractive places for choice teachers now open. We assist teachers of shorthand, bookkeeping, salesmanship, type-writing and penmanship to better positions paying higher salaries. Choice positions for qualified teachers. Write for our FREE literature and one of our application blanks. Address:

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The demand for teachers of higher accounting, with C.P.A. degrees, will never be satisfied. We have splendid openings, paying from \$2000 to \$5000, for well qualified men. We also have several hundred calls for good teachers of general commercial subjects. These must be filled before October 1.
Write to us for our registration blank.

CONTINENTAL TEACHERS' AGENCY

BOWLING GREEN KENTUCKY

In July our placements were in Iowa, Ohio, Pennsylvania, Virginia, New Jersey, New Hampshire, Massachusetts, Maine.

list this morning, from \$100.00 commercial schools, high colleges; everywhere, from

JULY

(Written Aug. 1)

SEPTEMBER IS ONE OF OUR BEST MONTHS. MAY WE HELP YOU?

The NATIONAL COMMERCIAL TEACHERS' AGENCY

E. E. GAYLORD, Manager

(A Specialty by a Specialist)

Prospect Hill, Beverly, Mass



SEPTEMBER POSITIONS OPEN

We have recently placed commercial teachers in Hartford, Conn.; Albany, N. Y.; McKeesport, Pa.; Cleveland, O.; Mobile, Ala.; Omaha, Nebr.; Pueblo, Colorado; Lewiston, Montana; Dinuba, California, etc. Our service covers the country. Good positions remain unfilled. Details gladly given.

THE SPECIALISTS' EDUCATIONAL BUREAU

ROBERT A. GRANT, President,

ODEON BLDG., ST. LOUIS, MO.



Teachers and Schools



L. C. Steele, recently with the Bryant & Stratton Commercial School, Providence, has accepted a position with the Morse Business College, Hartford, Conn.

Jeanette H. Baldwin, last year with the Gallatin County High School, Bozeman, Mont., is to teach in the North Central High School, Spokane, the coming year.

Mr. and Mrs. J. M. Chapman, last year with the Oberlin, Kans., High School, are to teach at Winterset, Iowa, the coming year.

C. L. Kelly, who has been doing accounting in Chicago during the last year, is to teach accounting in Nebraska Wesleyan University for the new year.

O. W. Alberson, recently with the Lincoln, Neb., Business College, has been engaged for the Massey Business College, Birmingham, Ala.

Madeline Murphy, of Holyoke, Mass., is to be a new commercial teacher in the High School at Dunkirk, N. Y.

T. C. Patterson, of Keokuk, Iowa, is a new commercial teacher in the Dakota Business College, Fargo, N. D.

Mary O. Pollard, last year with Midland College, Fremont, Neb., is to return to her former position with the Frances Shimer School, Mount Carroll, Illinois.

Sara Schoonover, this year with the Stambaugh, Mich., High School, is to teach shorthand in one of the Des Moines High Schools the coming year.

James L. Ellis, of Leipsic, Ohio, is the new bookkeeping teacher in the Canton, Ohio, Actual Business College.

J. E. Throne, last year with the Anglo-Chinese School, Singapore, is to teach next year in the Long Beach, Calif., Business School.

F. G. Rice, of Rahway, N. J., will teach commercial work in the Yonkers, N. Y., High School the coming year.

Mr. L. Walker will head the commercial work of the Cloverland Commercial College, Escanaba, Mich., the coming year.

Helen J. Bedell, of Boston, is to teach commercial work in the High School at North Andover, Mass., the coming year.

Loretta L. Pease, of Hazardville, Conn., for some years Supervisor of Penmanship in the Greenfield, Mass., Schools, is a new penmanship teacher in the High School at Brockton, Mass.

Miss Mary K. Frick, of Waynesboro, Pa., is a new bookkeeping teacher in the High School for Girls, Reading, Pa.

Miss Mildred Kies, of Platteville, Wisconsin, has been engaged as instructor in the Commercial Department of Midland College, Fremont, Neb.

Helen E. Moore, for the last few years with the St. Albans, Vermont, High School, is to teach shorthand in Syracuse, N. Y., University next year.

Hazel O. Garland, last year with the Mt. Pleasant, Pa., High School, is a new shorthand teacher in the Charleroi, Pa., High School.

Maude V. Bennett, of Jonesville, Mich., last year with the High School at Helena, Ark., has been elected for the Rochester, Minn., High School for the coming year.

Cleora M. Fredette, a graduate of this year's Normal Training Class of Bay Path Institute, Springfield, Mass., is to teach in Durham, Conn., the coming year.

Marie Garnock, for several years with the High School at Staples, Minn., is to be next year with the New Ulm, Minn., High School.

R. W. Ballentine, for a number of years head of the commercial work of the Albany, N. Y., Business College, is to be with the Madison, Wis., Commercial College the coming year.

Florence Meacham, a member of the Senior Class of the State Normal-Training School, Willimantic, Conn., is to teach commercial branches in the High School at Glastonbury, Conn., beginning with the new school year.

N. J. Lawrence, of Rochester, N. Y., has accepted a position as commercial teacher in the New Castle, Pa., High School.

George K. Pearce is to be a new commercial teacher in the Steubenville Business College, Steubenville, Ohio, the coming year. Mr. Pearce was with the Steubenville Business College several years ago.

Miss Helen Mambert, a recent graduate of Russell Sage College, Troy, N. Y., is a new commercial teacher in the Brunswick, N. J., High School.

George S. Murray and **Miss Naomi Pollard** are two new commercial teachers in the Commercial High School, New Haven, Conn.

Miss Hazel H. Pope, of Greensboro Bend, Vermont, is to teach commercial work next year in the Lebanon, N. H., High School.

O. A. Hoffmann, of Hoffmann's Milwaukee Business College, writes us that they have just built a new Gregg School Department which, like their other schools, will be run on the "Earn While You Learn" plan.

Feland O. Whitmer, of Cleveland, recently purchased the Seymour, Ind., Business College, which has been conducted for several years by Morris M. Edgar.

R. J. MacLean, President Detroit Commercial College, is chairman of the Inland Waterways committee, Detroit Chamber of Commerce. His picture appears in the "Detroiter," the official publication of the Detroit Board of Commerce for June 4.

The above specimen was written by Mr. Jay Truitt, the expert penman, Los Angeles, Calif., just as he was about ready to go to camp. Mr. Truitt travels extensively and executes pen work. He never fails to arouse interest in penmanship wherever he goes, and he has challenged many penmen to meet him in a penmanship contest.

The original of the above signature was written by Mr. Faust six inches in length with white ink on brown cardboard. Few persons would suppose that such friskiness, skill and beauty could come from the hand of one who is in his sixtieth year.



Dear Friend:

Are you an admirer of beautiful penmanship? It is a valuable accomplishment and can be easily acquired under the right kind of instruction.

It is a matter of pride with us that our graduates may be known by their excellent penmanship.

A good style of penmanship is always regarded by the business man as an excellent recommendation for a position and for that reason we provide expert instruction in this branch.

Sincerely yours,

W. L. Sears

There are not very many persons today who are able to write a fine letter in business or ornamental script. We were pleased to secure this letter from Mr. Sears, for we feel confident that most of our readers are not aware of his skill with the pen. In addition to his duties as principal and manager of Drake College, Jersey City, N. J., Mr. Sears has charge of the penmanship classes in that institution and does considerable engraving and cartooning as a side line.

Students who are striving for excellence in ornamental writing will find many things in the above letter worthy of imitation.



By W. E. Dennis—First in flourishing, first in engrossing and first in the hearts of his professional brothers. This was flourished by Mr. Dennis before the war. Young America then being the Pride and Hope of the Nation is today the Savior of Civilization.

"GARDEN OF THE SOUL" IN ISAAC PITMAN SHORTHAND

"The Garden of the Soul" in Shorthand is the latest announcement from the book world. With the exception of the captions, the whole of the work is reproduced in engraved Pitman shorthand. Isaac Pitman & Sons, of New York, whose originator "fathered" phonography, are the publishers. How they came to publish it is quite an interesting story. A Catholic Journalist walked into Messrs. Isaac Pitman & Sons, and asking for a copy of "The Garden of the Soul" was told that the firm had not produced one. "But I see that you have the 'Book of Common Prayer' and the Protestant version of the Bible. Why not get out a Catholic prayer-book?" "If you'll compile it for us we will produce it," said the director immediately.

The newspaper man determined not to let the venture fail by default, got down to work and delivered the "copy" inside a week. The book, which contains over two hundred pages, bound in cloth gilt, includes a copious selection of recognized prayers and devotions in general use, devotions for Mass, various Litanies, and instructions on the Sacraments.

Asked by the N. C. W. C. to justify this novel innovation in devotion practice, Mr. George Barnard (who was located as the compiler) said: "People pray with heart and mind. It does not affect the efficacy of the prayer if the thought is induced by symbols of one kind, instead of symbols of another kind. If you argue that it is a dis-

traction for a stenographer to read stenography, I will agree with you if you will agree with me that it is a distraction for a German to read German. It is surely a commendable thing for a person to perfect himself in his art; it is surely a commendable thing that he should dignify his art by making it a channel of prayer. There is one distinct advantage of work of this kind," added Mr. Barnard. "The very fact of its novelty will cause it to be seen, discussed and studied in many busy offices. So as propaganda it has its value. But I'm not defending it. It doesn't need any defense. It has the 'imprimatur' of the Church."

While our readers are aware that Mr. A. P. Meub, Pasadena, Calif., is a skillful penman and first-class teacher of penmanship, some may not know that he is also talented as a Chautauqua entertainer. During the past summer he spent some of his time in Missouri, Kansas, and Arkansas doing Chautauqua work, and the demand for his efforts is increasing from year to year.

CAPE BRETON TO CALIFORNIA

Send Orders for my work in May.—"There's a Reason." A handsome Specimen for your Scrap Book or 12 cards (all different) for 50c—Both for 75c, by The Canadian Penman, GEORGE LUDLOW WHITE, Box 455, FREDERICTON, N. B.



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The following penmen will be glad to exchange specimens with other penmen. Send them the best work you can do:

J. A. Elston, 1814 W. 25th St., Room 48, Cleveland, Ohio. Business and Ornamental. (Mr. Elston first suggested the idea of the Penmen's Exchange.)

E. E. Hippensteel, care High School, Atlantic City, N. J. Business and Ornamental.

W. J. Wilder, Box 45, Poorfork, Ky., Business and Ornamental.

A. C. Evans, 560 N. Wilson St., Pasadena, Calif. Business Writing.

Hiram Vazquez, Box 122, Sabana Grande, Porto Rico. Business Writing.

S. S. Pike, South Hero, Vermont. Business and Ornamental Writing and Engrossing.

W. B. Day, 204 N. Oregon St., El Paso, Tex.

Theodore C. Richter, Amity, Oregon. Business and Ornamental.

No charge for inserting your name in this column.

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Sent 5c to F. L. Hickop, Penman, Palmyra, N. Y., for a sample of the Bookform Pocket Card Case. Sample line of Comic Calling Cards, etc., for 50c.

YOUR NAME

Elegantly Written on three cards, 10c. Dozen, 25c. Set business capitals, 10c.; ornate caps, 25c. Penmanship taught by mail. Write P. J. HADY, Aberdeen, S. Dak.



Send for Samples, New Designs. MARTIN DIPLOMA COMPANY, BOSTON

NEW

Rainbow Assortment, consisting of 25 ornate different colored in a set different colored cards, embellished in gold and silver. An Elegant Card Case 3 your name and address on My Brain Teaser Puzzle Card. All sent for \$1.00. Join the Amateur's Penmanship Club. Particulars, 10c.

F. N. LAWRENCE, P. O. Box 411 PORTLAND, INDIANA

GOOD PENMANSHIP BRINGS HOME THE BACON

One student wrote when his course was half finished, "Your course has already increased my salary \$20.00 per month." My Business Penmanship Course sells for \$10.00. It paid him. It will pay you. Enroll now and get your share of the satisfaction and profit it will give you.

A. L. HICKMAN, 117 N. VINE STREET WICHITA, KANSAS

CARDS

NEATLY WRITTEN

Ornamental Script 25c. doz. 40c. doz.

SPECIAL. Send 25c for a sample dozen of both styles

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in your spare time at home

Thirty Lesson Plates and Printed Instructions mailed to any address on receipt of two dollars. C. sh or P. O. Money Order.

P. W. COSTELLO Engrosser, Illuminator and Designer Odd Fellows Hall Bldg., SCRANTON, PA.



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Drawer 982, Rochester, N. Y.

The finest script for engraving purposes, suitable for Bookkeeping Illustrations, etc. Mills Penfection Pen No. 1, a pen for fine business writing, 1 gross by mail, \$1.25. Roll Business Ink No. 3 the best for strong business writing, 1 gross by mail, \$1.25. Students of Penmanship and Penmanship Superiors should attend the Mills Summer School of Penmanship at the Mills Institute Business Institute during the month of July. Information upon request.

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FREE Particulars, "How To Become An Expert Penman", and Your Name in Fine Penmanship on 100 cards, different colors, Embellished, Attractive Designs. All Free. Write Today. Box 25-C, CHILLICOTHE, MISSOURI.

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WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens. THE ENGROSSING INK is for special writing, engrossing, etc. These inks write black from the pen point and stay black forever: proof to age, air, sunlight, chemicals and fire.

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CAN YOU WRITE? A good handwriting will point the way to better pay and to your ambitions. My new 100-page book, with its new modern drills and instructions will develop you into a good, rapid penman. Price 50c for this month. Write now. F. L. FARET, Author, 108 Bedford St., Boston, Mass.

Students and Penman. Get my work for specimens. Variety, doz. 35 cts. Bird's Nest illuminated, each 25 cts. Set fancy and plain caps, 50 cts. One full sheet specimen ornamental penmanship, 25 cts. A. W. ANDERSON, Penman Redlands, Calif.

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are making fine penmen. All copies fresh from my pen. Write for information. It will pay you to enclose a quarter for your name in 12 styles.

A. P. MEUB, EXPERT PENMAN
High School Canndee, Paifal.

There are many penholders on the market; but the MAGNUSSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. Magnusson Professional's hand turned holders are adjusted specially for penmanship. 8 inch plain, each 85c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

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Throughout the world of accounting no pen is more popular than this Esterbrook No. 14 Bank Pen, with a fine clear stroke that needs so little blotting, holds enough ink for many columns, writes finely and lasts long in daily service.

Esterbrooks—the twelve most popular pens in the world—are built on the experience of sixty odd years of service. They meet the writing needs of a world of users.

Choose from the dealer's display case. Then order by number for safety's sake. And buy by the box—it will pay you.

THE ESTERBROOK PEN MANUFACTURING CO.
92-100 Delaware Avenue, Camden, N. J.

ESTERBROOK PENS



DESIGNING & ENGROSSING

E. L. BROWN
Rockland, Me.

Send self-addressed postal for criticism, and stamps
for return of specimens.

COMMERCIAL PEN WORK
New Cover Design

The design on the front cover is a good example of decorative pen drawing for commercial purposes.



The planning of a design of like elaboration requires much careful and thoughtful attention.

The original of this design is 13x18 inches in size. Proper arrangement of masses, tensions and general balance are important requisites for consideration.

We find it an excellent plan to make a sketch of the exact size of the desired cut, embodying all the important qualities of a pleasing design, namely, proportions, balance and color harmony. The sketch may be enlarged to any desired proportions, and found very helpful as a working drawing. The symbols of art and wisdom give this design special significance.

A drawing board and T square must be included in your outfit in order to make designs of this kind, a ruling pen, some steel pens of different grades of fineness, a bottle of Zanerian India ink, and a tube of Chinese White.

Use a very fine pen for the lightest tones and a No. 5 lettering pen for the darkest values.

Study tone values critically. Note that the deepest tones are below the center of the design; otherwise the design might appear "top heavy."

Remember that the pen lines must be intensely black, sharp, clean cut,

and, as a rule, uniformly spaced. Vary the direction and thickness of lines to obtain the different tone values. The tinting carried around the outside edges of the design is called stipple work. To obtain evenness of tone the dots must be uniform in size and regular in spacing. Again we will call your attention to the tone values of the cartouche in the center; note that where the background is light, the tone on cartouche is dark.

The effect of a design depends largely upon its tone values, a fact which holds true in all branches of drawing and painting.

H. M. Munford is now Head of the Shorthand Department of Beckley's Business College, Harrisburg, Pennsylvania. Before going to France to teach shorthand to the boys of the A. E. F., Mr. Munford was Principal of the Advanced Shorthand Department of Gregg School, Chicago, and last year was teaching in Bay Path Institute, Springfield, Massachusetts.

Helen Ammerman is a new teacher this year in the New Bedford, Conn., High School. Last year she taught in the State Normal-Training School at Willimantic, Connecticut.

Mr. A. P. Meub, the expert penman of Pasadena, California, sent us a number of very well written cards and some specimens of business and ornamental writing. Our readers will remember that Mr. Meub recently gave a fine course of lessons in practical business writing in the BUSINESS EDUCATOR. Mr. Meub is now able to execute a very high grade of work in both business and ornamental writing. He modestly states in a recent letter that some day he hopes to show us something fine.

We realize that improvement is made only by persons who are striving for still better results, but surely there are a large number of persons who would be exceedingly glad if they could equal Mr. Meub's present efforts.

A BOY'S LUCK

By B. J. Hagan, a student in Merrill
Bus. College, Stamford, Conn.

I had a can of worms all dug;
My knees were wet, my nails all
sore;

I slapped on top the last fat slug.
And hid the can near our back door.

I wiped my feet and went inside.
"Can I go fishin', Ma?" I said.
"Are all your chores done up?" she
cried.

With hands on hips and shaking head.

I didn't wait a second more:
They sure did fly, those hens and
cock

That always hang around our door,
When I rushed to the choppin'
block.

I'll tell yah, I did sweat all right;
In cutting up that pile o' wood!
You should ha' seen! I wuz a sight
From scrubbin' stoop and windows
good.

But gosh darn it! It made me sick!
When I sneaked out to get the bait,
That cock and hens had cleaned it
slick.

'Twas every worm that they had ate!

A. W. Andrews, for several years with the Bryant & Stratton Business College, Manchester, N. H., has accepted a position as Assistant Treasurer and Credit Manager of the Pennington Shoe Company, Manchester.

Walter Rasmussen, Principal of the Rasmussen Practical Business School, St. Paul, Minn., writes us that the business of the Northwestern Calculating School has been taken over by his school. In a letter to his present and former students J. J. Dunphy, owner of the Northwestern Calculating School, announces the sale of the business, equipment, name and good will, and recommends the Rasmussen Practical Business School for thorough instruction and efficient service.

C. P. Burdette.

Arthur. J. Foster

1871

C. J. Gold.

M. B. B. B.

W. B. Wilson

Well-written cards by M. Otero Colmenero, San Juan, Porto Rico. Mr. Colmenero is bringing his ornamental penmanship up among the "top notchers."

BOOK REVIEWS

Our readers are interested in books of merit, especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

he Faretra System of Rapid Business Writing, by Frederick L. Faretra, penman, Burdett College, Boston, Mass.

This book is intended for use in schools and colleges, and contains instructions for study and practice. The copies are quite well written, and the style of writing is one well adapted to business.

The book contains some excellent illustrations and diagrams showing the position at the desk, how to hold the pen and how to place the paper on the desk.

Penmen may not approve of some of the capitals and small letters, but they will be pleased with the skill shown in writing. The copies in this book are worth examining by any one interested in plain, practical, business writing. The book contains 103 pages and 132 lessons besides several pages of sentences, business forms, and lettering alphabets.

he Science and Art of Selling, by James S. Knox, A. M., LL. D. Published by the Knox Business Book Company, Cleveland, Ohio. 380 pages, cloth cover.

Mr. Knox, President of the Knox School of Salesmanship, has been working on the problem for years of furnishing the high schools of this country with a thorough text on salesmanship. He has made a study of hundreds of stores all over the country to learn what their salesmanship needs are. He has made a study of the leading specialty sales organizations of the country to learn the kinds of training needed by their men. The above mentioned book is the result of his efforts on this problem.

The book is divided into five parts. First: An analysis of the economics of distribution with the idea of eliminating waste. Second: The science and art of selling—of dealing effectively with human nature. Third: The retail business. In this department is grouped a number of very valuable selling talks. One of them was gotten from the Marshall Fields Great Store in Chicago. Fourth: Efficient and inefficient selling methods, derived from experience in visiting stores all over the United States. Fifth: The specialty salesmanship department discusses the origin and development of salesmanship instruction in this country and contains a remarkable series of selling talks chosen from many fields of business, and also the strategy recently used in selling a million dollar insurance policy to an individual.

Another feature of the book is the

twenty-two Charts. These Charts will not only greatly aid the teacher but will give the student a visual grasp of the subject.

Fundamentals of High School Mathematics, by Harold Ordway Rugg and John Roscoe Clark, both of the Lincoln School, Teachers' College, Columbia University. Published by the World Book Company, Yonkers on the Hudson. Cloth cover, 368 pages.

Among the unique impressions made upon the reviewer, the following stand out most prominently:

1. The careful explanations and development of new processes.
2. The wholesome omission of formal materials.
3. The excellent presentation of word-problems.
4. The unique organization of special products and factoring.
5. The "timed practice-exercises" for developing skill in essential tool processes. And,
6. The emphasis upon the notion of relationship between variable quantities.

Stories of the Day's Work, by Roy Davis and Frederick G. Getchell. Published by Ginn & Company, Boston. Cloth cover, 318 pages.

The above mentioned text is the outcome of several years' work, in which the authors have examined most of the valuable literature that deals directly or indirectly with the industrial field. All the selections and exercises have been tested in the laboratory or the school room and have been finally submitted because they are in line with the primary aim of the book. This aim is to bring together material that will interest and inspire the student. At the same time if the teacher chooses the book may be used for extended work in English, as the text gives abundant opportunity for study in the class room and at home.

It is believed that the book will find acceptance not only in Technical, Industrial, Commercial and Junior High Schools but also in vocational schools, night schools and in the upper grades of grammar schools. The book is also likely to meet a long felt need in certain courses in many schools of the ordinary type.

Paginas Sudamericanas, by Helen Phipps, Spanish instructor in the University of Texas. Published by the World Book Company, Yonkers on the Hudson, N. Y. Cloth cover, 208 pages.

This book is a reader that gives authoritative information about all South American countries—their geography, history, economic importance and governmental organizations. It can be read with profit by all Spanish students.



T. W. Emblen is this year Supervisor of Penmanship in the Public Schools of Syracuse, New York.

Mr. Emblen began teaching in 1896 in a business college in Elmira, New York, going the same year to Bath, New York, as Principal of the business college there. In 1897-98 he was an instructor in the International Correspondence Schools at Scranton, Pennsylvania, and from 1898 to 1910 was a teacher in the Elmira Business Institute. From January, 1911 to May 31, 1920, he was Supervisor of Writing in the Public Schools of Elmira, New York, leaving this position to engage in business.

Mr. Emblen is happily married and has two children. He belongs to the Methodist Episcopal Church and is a 32nd degree Mason. He is a singer as well as a penman, and for the past seven years has been baritone soloist in Hedding Methodist Episcopal Church, Elmira, New York.

Mr. Emblen followed very carefully the series of lessons presented in THE BUSINESS EDUCATOR during the years 1906-07 by E. W. Stein, then with Duff's College, Pittsburgh, Pa., and received a Professional Certificate August 1, 1907. He was elected President of the Penmanship Section of the New York State Teachers' Association at the meeting at Buffalo in 1912 and was elected President of the National Association of Penmanship Supervisors at St. Louis, Missouri, in 1914. In 1920 he was elected Secretary-Treasurer of the same association at the meeting in Chicago, though he was not present.

Members of the penmanship profession will be glad to learn that Mr. Emblen has again returned to supervision work and will look forward with pleasure to seeing his smiling face at Teachers' Meetings and Conventions.

Miss Odette Needham is a new commercial teacher in the Wabash, Indiana, High School.

Miss Whitney Wilson is a new commercial teacher in the High School at Fort Smith, Arkansas.



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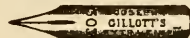
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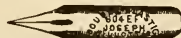
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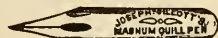
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was also adopted by the Board of Education of Cleveland in June for use in the Junior High Schools. It has also just been adopted by the Boards of Education of Cincinnati, Ohio, and Salt Lake City, Utah, for use in the Junior High Schools of those cities.

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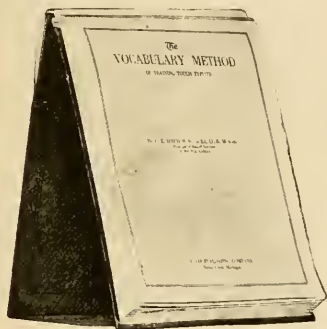




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contest judges by handing in *five* transcripts taken at speeds ranging from 175 to 280 words a minute in the time allotted for *three*. The decisive nature of Mr. Schneider's victory is emphasized by the fact that only one other writer in the field of twenty three of the most expert writers of the country was able to qualify with the required accuracy.

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In the contests arranged by the National Shorthand Reporters' Association for the world's championship for speed and accuracy, Nathan Behrin won the championship for the third time in succession in 1913 and created a record on these tests (200, 240 and 280 words a minute) **which has never been broken**. His percentage of accuracy was 98.3. Mr. Behrin did not take part in the 1921 contest but acted as reader and judge.

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VOLUME XXVII

COLUMBUS, OHIO, OCTOBER, 1921

NUMBER II

FUNDAMENTAL FACTS

Just two things are necessary for the prosperity of a community:

First, that a sufficient quantity of goods should be produced. That depends upon the natural resources of the community, and the efficiency of labor.

Second, that these goods be fairly distributed. (No, we did not say, "evenly distributed." That would not be fair, and therefore would not tend toward prosperity.)

What is the trouble now? It is pretty generally agreed that times just now are not prosperous.

First, not enough goods are being produced. Since our natural resources are great, it must be that labor is not efficient. Few will attempt to deny the statement.

For this there are two reasons: First, a considerable number of men don't want to work; and second, many owners of mills, mines, farms and factories are either such poor business men or such bad citizens that they are not employing men. Whatever the reason, the people of the community, "labor" and "capital" included, suffers.

Second, the goods are not distributed fairly. Some men get more than they earn; and as a result, other men must earn more than they get. Again, the community — which includes all of us — suffers.

The remedy? Delightfully simple. Not more laws—not newspaper articles or books or preaching—not an upheaval of the social order. Any or all of these might possibly help, but none of them constitutes a cure.

Begin today, yourself, to remove each of the two causes: First. Produce. Do some useful work. Make something. Get busy. Let the world be richer every day by some product of your hands or brain. Get paid for it if you can, but do it for nothing if you must.

If every man and woman in America would follow such a course for a week,

the present "business depression" would be materially better. But you do your part, whether anybody else does anything, or not.

Second, Be fair in distribution. Fair with others, fair with yourself. Every man who robs his fellows, whether at the point of a pistol or over the counter or with a rent receipt, is a traitor to the state and an enemy of his fellowmen. We would be better off if he were dead; isn't that the test of an enemy? And every man who takes less than he should have is robbing you, also. Help him get what is his.

No, we haven't said a word about money, or wages, or interest rates, or the price of bonds, or the tariff. For these things are not really fundamental, although sometimes they are of vital importance. They simply are elements in the two main requirements for prosperity.

And today, when so many are saying, "Lo, here!" or "Lo, there!" it is necessary that we, who are the future builders of America, should get down to fundamentals.

AMATEUR SHORTHAND WRITERS

Seven persons who are not engaged in reporting and had not previously taken part in shorthand contests received speed certificates at 150 words a minute at the Niagara Falls Meeting of the N. S. R. A. on August 25. Two of these amateurs also secured certificates at 175 words a minute.

What a revolution there would be in shorthand classes throughout this country if all teachers had the skill necessary to make such a record. We venture the assertion that their students would learn faster and the average speed at graduation would be very much higher. Many a shorthand teacher, when he tells his students how to get up speed, betrays his own ignorance of how rapid writing is done.

The N. S. R. A. is offering teachers a splendid opportunity to prove that they can do what they are trying to teach. It is to be hoped that next year a still larger number of "amateurs" will enter the contest.

AWARDS FOR TYPISTS

The Woodstock Typewriter Company, Chicago, Ill., offers certificates and diplomas to competent typists such as have been offered for several years by the Remington and Underwood Companies. Teachers who are interested should write them for information.

\$25 FOR A LETTER

Would you like to be paid \$25.00 for writing a letter?

Many letter writing experts are paid this much or more, but it is not often that a student in a business college or high school has the opportunity to write a letter for which he will be paid this amount.

Some student will receive this prize this year. Other students will receive other prizes—\$15.00, \$10.00, \$5.00 or \$1.00. Hundreds of students who do not win prizes will learn something about writing letters which will be worth much more than the first prize.

Be sure to read about this contest on the "B. E. Stars" page of THE BUSINESS EDUCATOR for September. If you do not have a copy of this number write to John Alfred White, Secretary, National Commercial Teachers' Federation, 818 Monroe St., Gary, Ind., for information about the contest.

WE THINK SO, TOO

Pasadena, Calif., Sept. 1, 1921.
Zaner & Blosler Co.

Gentlemen: That's surely a dandy cover on the B. E. for September. It's a good issue, too.

Cordially, A. C. EVANS.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES Editor
H. W. HEALEY Contributing Editor
E. W. BLOSER Business Manager

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The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



HELPFUL WRITING LESSONS

By RENE GUILLARD

5247 Jefferson Street, Philadelphia, Pa.
Penman, Banks Business College

YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS FOR OCTOBER

The spirit with which one works on penmanship has much to do with the results obtained. If one goes at it with the proper vim, much more can be accomplished than otherwise. It is taken for granted, however, that everyone following this course is intensely interested. One must be inspired to become a fine writer, and the way to get inspiration is to study the work of the best penmen—Mills, Zaner, Blosier, Behrensmeier, Lehman, Lupfer, Courtney, Madarasz, and a host of others.

You will never accomplish much in penmanship if your muscles are tense. To do the best possible work one must avoid tightening up on the penholder. Aim to do your best easily. This is a lesson I have learned after years of practice, and the more I study writing the more I see that the best writing is done with ease. In practicing these lessons follow out the suggestion.

The rhythm or time by which the movement and speed are regulated is very important. As regards speed much has been said by different authorities. Some contend that all writing should be done with a great amount of speed from the very start. I would say strike a happy medium as nearly as possible. Nothing elegant or good is done in a hurry. "Haste makes waste" is as true here as in any other line.

In these lessons I have endeavored to give you the happy medium in form. I have found that the round style is the most difficult to bring under control and that very angular writing is not the most legible.

(The pictures were put in by the Editor to help you follow the instruction given in the first sentence in Lesson 11.)



Lesson 11. First see that you have the correct position. Do not allow the side of the hand to rest on the paper but use the last two fingers as a gliding rest. This more than anything else will insure arm movement. Work on the first exercise in Lesson 8, in September issue followed by the first exercise in Lesson 9, of the same issue. In the first exercise the angles are at the top and the turns at the base line. Count 1-2-3-4-5-6-7-8. Try to keep the same speed throughout. Do not make the finishing stroke faster than the others.

The first exercise in this lesson is the word in. Keep the same speed throughout the word, counting 1-2-3-4. Make these $\frac{1}{4}$ space in height. Do it as easily as possible. The same instructions are to be followed throughout the rest of the lesson. Do not make the finishing strokes in the words with more speed than the others. Aim to get all down strokes on the same slant.



¹⁵ a a a a a a a a a a a a a a a a
 an an an an an an an an an an
 man man man man man man
 name name name name name

Lesson 15. Lesson 15 takes up the letter a. It is composed of the letters a and i, starting like the a and finishing like the i. The rest of the lesson is composed of the words an, man and name.

Write the word an at the rate of about 25 words a minute. Write the word man at the rate of about 18 to the minute. Be sure to close the a at the top. In the word man there is a slight pause at the top of the a.

¹⁶ mean mean mean mean mean
 moan moan moan moan moan
 annum annum annum annum an
 mine moan main ammonia name

Lesson 16. Lesson 16 is another review. Do your best to keep all down strokes on the same slant and always bear in mind to keep an even speed throughout each word. Do not allow erratic motions to creep into the work. Before going to Lesson 17, practice on the direct oval shown in Lesson 2. Make it first two spaces high then one space in height.

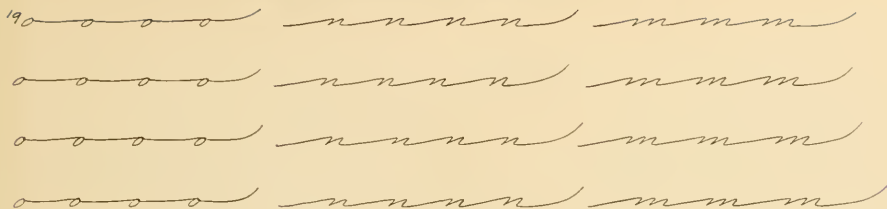
¹⁷ A A A A A A A A A A
 An An An An An An An An
 Anne Anam Annam Amen Annum
 A A A A A A A A

Lesson 17. The capital letter A begins in much the same manner as the O. Two styles are shown. Aim for a uniform movement throughout. Study the form closely then try to imitate it. Count 1-2, 1-2, etc.

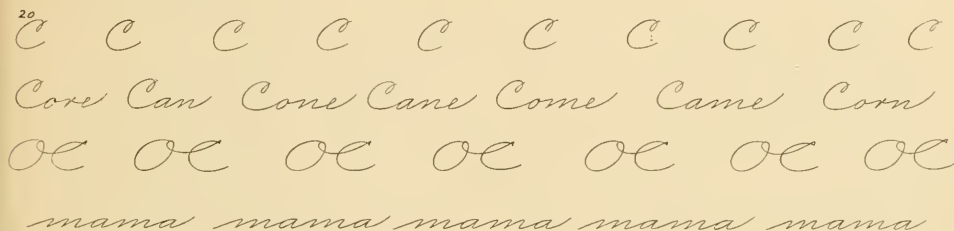
¹⁸ i i i i i i i i i i
 i i i i i i i i i i
 i i i i i i i i i i
 i i i i i i i i i i

Lesson 18. Practice second part of Lesson 5, September issue.

The four connected i's are given to strengthen the movement from left to right. Make the spaces between letters quite long.



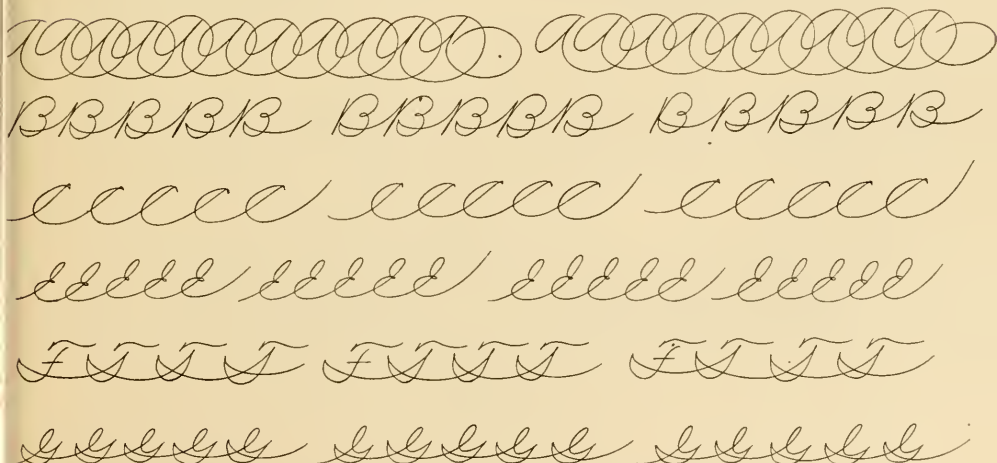
Lesson 19. In this lesson we come again to the spaced exercise. They are very valuable to develop lateral movement.



Lesson 20. Practice the direct oval exercise in Lesson 2, one and two spaces in height, followed by the first direct oval exercise in Lesson 4, going around each 8 times.

Study the form of the **C** carefully. The down stroke should be curved slightly more than the ending. Finish the letter with the pen in motion.

Connect the **O** and **C** as shown in the lesson. This is a good exercise. Write many pages. Send me the best efforts only. I will carefully criticise them and return them to you.





E. Luffer

E. W. Bloser

C. P. Janer

E. C. Mills

C. E. Doner

A. L. Darner

A. L. Darner

I. J. Hackman

A. G. Levan

E. M. Hart

L. B. Ream

I. H. Davis

U. J. Harris

I. J. Horne



Wilkesburg, Pennsylvania,

December 14, 1850

Sir,

Mountainville, N.C.

Friend,

In compliance with your request I
hand you this as a specimen of my own ornamental
penmanship as written on the above date.

Wishing you the compliments of
the season, I am

Sincerely yours,

A fine letter in ornamental style. Mr. Kline is
a teacher in the Wilkesburg High School.

H. Kline
-H.K./50

a b c d e f g h i j k l m n o p
q r s t u v w x y z

A B C D E F G H I J K L
M N O P Q R S T U V W
X Y Z



Evanston, Illinois.
Dec. 11, 1919.

Mr. J. Austin Brooks,
Atlanta, Georgia.
Dear Mr. Brooks:

Accept this as a specimen of my rapid business writing, which I'm sending to you as my contribution to your contest. I regret that I've been too busy to prepare a more elaborate sample. Thanks for informing me of this interesting try-out by mail.

Here's hoping that you get many fine specimens and that this reaches you by the fifteenth.

Yours sincerely,
E. D. Grisct.

H. E. Wilson, Supervisor of Penmanship in Sioux City, Iowa, has the support of superintendent M. G. Clark in insisting on good writing on the part of teachers. A recent bulletin was devoted to this subject calling attention to the teachers' meetings that were being held and promising that a note would be made in the office, of the teachers who secured Zaner Method Teachers' Certificates. Teachers are encouraged to improve their writing and especially the style used in blackboard work.



A group of Z. M. Certificate winners from Jamestown, Ind.

Teacher's Professional Edition

(Supplement)

Pages 17 to 24, Inclusive

PRACTICING WHAT THEY TEACH

Some Shorthand teachers are reporters; some Bookkeeping teachers are doing accounting. More teachers should Practice what they Teach. Perhaps you should.

Several teachers will tell in the November number how they became experts—how work is secured—the effect on their school work. Be sure to read it. (Professional Edition.)

CATCH THE SPIRIT OF PROGRESS!

Make your plans early to attend the meeting of the National Commercial Teachers' Federation in St. Louis during the holidays. In conjunction with the Federation which includes public and private school departments, business and shorthand round tables—three allied associations, the Gregg Shorthand Federation, the National Association of Accredited Commercial Schools, and the Private Business School Owners' Association of the United States, will also hold meetings. Thus, eight sets of officers are at work in preparing for what promises to be one of the largest conferences of commercial educators ever held in this country.

The leading publishers of commercial text-books, shorthand and accounting systems, and the manufacturers of modern office appliances, will exhibit their products. These exhibits, extending a city block in length, will constitute a modern business show of unusual interest and value.

While important problems in commercial education will receive serious consideration and will be discussed by men and women of national and international repute, the social side will not be neglected. There will be dinners, entertainments, sight-seeing parties, theater parties, and dancing for those who desire it.

The Statler Hotel has been selected as Federation headquarters. Complete announcement of the various programs will be made in early issues of our professional magazines. In any event, make your plans now to attend the St. Louis meeting, December 27, 28, 29, 30, 1921. Unite with the leaders of your profession in promoting your mutual interests, as well as the vital interests of our country, through the development of the best in commercial education.

ROBERT A. GRANT,
President National Commercial Teachers' Federation, Odeon Building, St. Louis, Mo.

CONTRIBUTORS TO THIS VOLUME

(Professional Edition)

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THE POTENTIAL MARKET

How nearly have we reached the saturation point in teaching shorthand, penmanship and bookkeeping?

Captain Godfrey Dewey points out "The Science of Shorthand" that a few thousand reporters and few hundred thousand commercial stenographers represent only a small part certainly not more than 1%—of the potential field for shorthand writing. The great field for shorthand is as a means of recording thought and communicating with other persons. That is a personal use to take place of our present longhand. This field is as yet practically untouched.

Something similar is true of penmanship instruction. Only a few years ago most teachers of penmanship expected to prepare their students as bookkeepers, clerks, or penmanship teachers. Not so much attention was given to training students to write a legible style for every day use. Today this is the aim in practically every public school, although much remains to be done before the goal is realized.

When bookkeeping was first taught was only with the idea of training bookkeepers. We have advanced to a place where we recognize its value in giving an understanding of business principles, methods, and customs, so that we can justify the study of bookkeeping on the ground that it makes a student a better business man, whatever may be his line of work. There would seem to be an almost unlimited field which as yet we have scarcely touched. That is, the teaching of bookkeeping for personal use so that the man or woman may make a financial success of the business of living.

Several attempts have been made to give such instruction. There are a number of excellent bookkeeping sets for the keeping of personal accounts and some instruction has been given in public schools with the idea of training them in the habits of thrift.

How little has been done will be realized when we remember that almost every man is today a business man, and how few mechanics, clerks or farmers there are who make any serious attempt to keep account of their personal finances.

A noteworthy attempt to teach farmers how to keep accounts is being made by the Agricultural Department of Ohio State University. A simple form of account book is provided with instructions for taking inventory and entering the various transactions.

In at least one country the Farm Bureau is co-operating with the county Superintendent through the

public schools to teach the children the elements of farm accounting. Under the leadership of L. F. Taber, head of the Farm Bureau of Williams County, and W. C. Mick, Secretary, of Bryan, Ohio, a plan has been made by which every child in the rural schools will be instructed in farm bookkeeping this year. Mr. Taber explained the plan to the teachers at the annual Teachers' Institute. The Farm Bureau provides the blanks needed, with an outline of transactions for practice. Every school in the county is to study farm accounting this fall for a period of about two weeks.

The results should be that the farmers of Williams County shall raise better crops, get better prices for them and make and save more money.

Here's a field for business colleges which is as yet practically untouched. Why should not the business college train the farmer boy or girl to make a better success of farming, instead of merely teaching them how to earn a living in the city? There are a number of text books on farm accounting already available. Increased demand will bring other text books and perhaps better ones. If your school is located in a farming community it will pay you to investigate the possibilities of serving your farmer friends through instruction in farm accounting.

DOES OHIO LEAD?

(See page 20)

As far as we know Ohio is leading the way in prescribing courses for training commercial teachers. We should be glad to hear what other states are doing in this regard.



H. A. ROUSH
Teacher in Wilmington, Del., High School

A helpful series of articles from his pen on Public School Writing is being published in The B. E. (See page 19.)

MENTAL MEANDERINGS

By CARL MARSHALL
Alhambra, California

The Schools and the Muddlers

In my half century of observant life, I cannot recall one popular issue, good cause, or reform that has not suffered from muddlers. According to Webster, a muddler is "a person who acts in a way that tends to make a mess of the business in hand." That is an unusually good definition and at once pins the muddler fast so that everybody can recognize him.



Human slavery was wrong and everybody knew it, but because of the muddlers on both sides of the question, we only got rid of it after four years of senseless war. The making and selling and drinking of booze are wrong and should be abolished, as everybody who has an ounce of brains knows, yet owing to the muddlers, what a mess we are in just now in the matter of doing away with booze. But for the selfishness and mulish stupidity of the muddlers, the megalomaniac Germans could have been curbed in half the time and at a quarter of the cost in life and property. And but for the diplomatic muddlers, the victor nations could long ago have put the world on an enduring peace basis.

No cause has suffered more from muddling than has education. And the suffering grows worse, it seems to me, as the years increase. I do not mean that the schools are not better as a whole, than they used to be; no doubt they are; but there has been more muddling as the job of making them better has grown more complicated. The teachers themselves are not muddlers, and they are doing infinitely better work than was done in the days of the birch rod and the three R's. The real muddlers are the eminent highbrow faddists and theorists who have arrogated to themselves the job of bossing the schools from the top. Without an hour of actual experience in teaching an elementary school, these exalted folk go forth from our universities stuffed to the eyebrows with various brands of polysyllabic knowledge, to make our courses of study, write our textbooks and think up new ways of hog-tying the working teachers in the matter of exercising their own common sense and initiative. What use has the mere teacher for initiative, and what is such a coarse, crude thing as common sense, compared to the latest wrinkles in psychology?

The presence of these educational theorists in the senates of education has resulted in such overloading and fads in the courses provided for our

elementary schools, that they have in many states and cities, become a joke. The muddlers have not even secreted enough wisdom from their pedagogic pabulum to know that the same curriculum and course of study should not be assigned to the mixed ungraded country schools and the completely graded schools of the cities. No more have they learned that schools having radically different environments should have textbooks and school work adjusted to those environments. Even the double and triple degree men who run our schools should be near enough to the earth to know that children below the high school grade should not be talked to through their textbooks in college, the only language which most of our school-book makers seem able to use. This is one of the most mischievous forms of educational muddling, putting the hay so high in the racks, that the lambs can get no more than a nibble.

Another bad piece of muddling is the doing away of the old-fashioned teachers' meeting, or "institute". I can remember when these were a source of interest and inspiration to the teachers of nearly every community in the country. At these snappy gatherings, the teachers got together, in democratic assembly to discuss their common problems, or illustrate original methods of teaching that they had devised. But this is all done away with. The teachers are now assembled to listen to lectures by high-priced experts and specialists imported from a distance, who too often are theorists or hobbyists with little or nothing to offer that is helpful to the working teacher.

Teaching is not a science but an art. And you cannot systematize or lock-step an art without destroying it. That is just what the muddlers will do to the teaching art if they are allowed to go on taking from the teacher all opportunity for creative effort and responsibility.

My Forge in the Mountains

There is a very beautiful piece of music by some Russian composer, I think, called "The Forge in the Mountains". In it, there is a mingling of bird-songs, falling water, Aeolian winds, with a staccato movement of hammers falling on ringing metal. I haven't listened to this composition for some years, but its melodies often come back to me as I do my work here in the mighty shades of these noble old Klamath mountains. Perhaps you may have gathered from some of my recent Meanderings, that I have turned myself out to play in these joyous wilds. Well, I have been doing some playing, but I have also been doing some real

work, and as this present meandering is by way of being a sort of personal letter to a group of EDUCATOR readers whom I am privileged to call my friends, and as the work in question is mainly teaching, perhaps I may tell you about it without incurring the censure of being too garrulously personal.

It happened in this way: Certain devoted members of my household had begun to be insistent that it was time for me to stop writing and selling books and devote the remainder of my days to getting acquainted with my family, some of whom I had hardly spent a dozen hours with since they were infants. The plea was too human to resist, so I promptly cut my wires, burned my bridges, and humbly retired to the family chimney corner. But not to remain for long. Rather soon I found that chimney-cornering is not my forte. "Everybody Works but Father" is not my tune. So I chucked my slippers, kicked the rocking-chair into the corner, and struck out to find a real job. Quite naturally, it turned out to be teaching. I had really been itching to get back into the schoolroom for a quarter of a century. If schoolbook making had not been a sort of teaching, I never could have stood it that long. Perhaps it is in the blood. You see I come from three generations of schoolmasters, and began country school-teaching myself before I was twenty. And to this I elected to return. There might be more money and more style and soft comfort as well as professional dignity in doing specialty teaching in some big town, but I am not avid for money, and still less for style and soft comfort. Professional dignity is a joke, and as for big towns, I am fed up on them. It was me for the big clean outdoors and the really interesting people who are close to the soil. That is the sort I was raised with.

So behold me up here in the mighty gorge of the Klamath, teaching a country school! And an Indian school at that. There is not one white child among all my twenty youngsters. Did you know that Indians are a lot more interesting than any white people? Well, they are, and especially Indian children. You do not have to be with them long to find that out. They have mental and spiritual reactions all their own, and a sense of humor that is exquisite. Never let anybody tell you that there is no fun in an Indian. My older ones had been reveling in the adventures of Columbus and Cortes and De Sota and Ponce de Leon and the rest, with the keenest interest. But they were not greatly impressed by the performances of the Genoese navigator. "I bet he no could go up Klamath in canoe", ventured one detractor.

"Take care, Denny," I remonstrated in vain. "You shouldn't knock Columbus; if it hadn't been for him, where would we be?"

"We'd be here all right," he came back quick as a flash, (Denny is a full

(Continued on page 22)



Department of PUBLIC SCHOOL WRITING

OUTLINES AND SUGGESTIONS FOR TEACHERS AND SUPERVISORS

By H. A. Roush, Wilmington, Del.,
High School

This series will continue through the year, and will cover the work in all grades. Mr. Roush is a skillful penman and an experienced teacher of penmanship. His suggestions for teaching penmanship will, we are sure, be of interest to supervisors and teachers everywhere.

SECOND GRADE WRITING

Zaner Manual No. 2. Pencil paper, $\frac{1}{4}$ inch ruling. Second Grade pencil. Pen and ink will not be used until the third year. Consult Manual for all details, position for writing, how to sharpen pencil, the count, what exercises to give, etc.

Drill Plate Exercises (1-12), Letter Tracers, Tracers, capital and loop letters will be made 2 spaces ($\frac{3}{4}$ inch) high. Drill Plate Exercises (13-18) and minimum letters, i, u, m, n, etc., will be paid 1 space ($\frac{3}{8}$ inch) high on paper.

Children should glide the hand on nails or tips of third and fourth fingers, and slide the arm on the desk. Encourage any pupil who seems able to move on the muscle of the forearm while maintaining a good writing position.

Do not allow the pupils to pinch the pencil or to make dark and heavy lines.

Develop the rhythmical sense in pupils.

Second grade teachers should be familiar with first and third grade Manuals.

Follow work as outlined week by week. At beginning of sixth week you should have covered Drill Plate Exercises, pages 22 and 23, also Letter Tracers, pages 10 and 11. The words given up to this time are merely suggestive. Cover what you can. Show pupils at the board and on paper how to write any letter or word

which they find difficult and must use in their written work.

Beginning with sixth week give lessons as outlined in your Manual. Refer to Model Plate, page 27, for arrangement of work. Practice difficult words in the sentence before giving it. Follow exercise with letter which it develops in same lesson.

Mondays and Wednesdays send pupils to the blackboard. Tuesdays, Thursdays and Fridays give seat work. If all pupils can not be accommodated at the board at the same time, let one section practice on paper at the desk while the other is at the board.

Below is a suggestion for the arrangement of each week's work:

Monday—Drills and first letter at board.

Tuesday—Same at desk.

Wednesday—Drills and second letter at board.

Thursday—Same at desk.

Words and sentence in Practice Book.

Use the letter you are developing in a simple word, both at board and desk.

Letters must be made the same size in all written work as taught during the formal writing period.

Drills (1-12), tracers, capital and loop letters will be made 4 inches high at the board. Drills (13-18), and minimum (short) letters will be made 2 inches high. Have pupils rule lines by eye, approximating this width.

Give figures 14th week as follows: Monday—(at board) 1, 4, 6, 0, 9. Present one at a time. Make tracers 4 inches high.

Tuesday—(at seat). Teach in the same order, one at a time. Repeat the same figure on the line and make several rows of each, unretraced, and 1 space ($\frac{3}{4}$ inch) high.

Wednesday—(at board). Present 7, 2, 3, 5, 8 as instructed for Monday.

Thursday—(at seat). Present 7, 2, 3, 5, 8 as instructed for Tuesday.

GENERAL SUGGESTIONS IN WRITING

14. Be sure your pupils know what you want them to do, then see that they do it. Remember that while instruction is very necessary, practice is what trains the muscle.

15. Plan the week's work as follows: Monday, practice first copy. Tuesday, second copy. Wednesday, third copy. Thursday, review all copies, and write first copy in Practice Book. Friday, complete work in Practice Book.

If you are using Compendiums instead of Practice Books, follow same plan first three days, writing specimens Thursday and Friday. At least

once a month specimens should be filed.

16. A good writing position is essential to health as well as to efficiency in writing. Be sure your students take a correct position before writing. Consult your Manual for Writing Position and Study Position.

17. The rate of speed for the different grades is as follows: One—about 5 words per minute. Two—5-10 words per minute. Three and Four—10-15 words per minute. Five to Eight—15-25 words per minute.

Words will usually average about five letters each.

Friday—(at seat). Practice figures as shown in Manual, grouped according to similarity, and in regular order, unretraced, 1 space high. Make about 15 figures on a line.

Seventeenth Week. No board work this week. Review and improve position, movement, etc. Teach drills 1 to 18 as instructed in Manual, using pencil instead of pen and ink.

Thirty-first Week. Follow plan for 14th week. Also arrange figures in groups and columns.

Thirty-second Week. Give work as suggested in Manual.

Thirty-third Week. Give work as suggested in Manual.

Thirty-fourth Week. Review sixth week.

Thirty-fifth Week. Review seventh week.

Thirty-sixth Week. Review eighth week.

THIRD GRADE WRITING

Zaner Manual No. 3. Pen and ink. Paper $\frac{1}{2}$ in. ruling. Pen wiper.

Position, pen holding and movement must receive special emphasis this year. Keep hand from resting on the side.

Arm should rest on the muscle in front of the elbow, hand should glide on the nails of the third and fourth fingers, but the wrist should not touch the paper.

Keep minimum letters large; about $\frac{1}{2}$ space high. Follow size in Manual. Strive for plain, free writing. Do not be too exacting of form. This year marks the change from eye directed to muscle directed writing. The smaller pupils may slip or slide the arm on the desk.

Read carefully in your Manual, "How to use pen and ink."

A rhythmic count will develop a rhythmic motion.

Follow the weekly outline of lessons in your Manual. Occasionally have pupils practice the drills on page 14.

Familiarize yourself with Manuals 2 and 4.

Let your pupils write. Do not consume too much time with instructions and the count. Dry pen practice is very good to develop touch and movement at the beginning of the writing lesson. Devote about one minute to this kind of practice in developing first exercise called for in lesson. Pupils should be sent to the board to overcome difficulty in form. During first week, after position, pen holding, movement, etc., have been carefully explained, give practice on Drill Plate Exercises Nos. 1, 2, 3, 4, 5 and 6 instead of blackboard work.

Refer to Drill Plate Exercises when called for in Manual. Practice difficult words in sentences before giving them. Give additional words when time allows.

Twelfth Week. This is a very important week. Read Manual carefully, criticize and suggest for the improvement.

(Continued on page 22)



TEACHING TOPICS

A Page for Teachers of Penmanship and Other Subjects in
Public and Private Schools

TRAINING COMMERCIAL TEACHERS IN OHIO

The shortage of commercial teachers has reached the point where it is a menace to business. The size of most businesses is limited by the ability of the men who run them. A big business requires a big man at the head of it with capable men as his assistants. There is now a shortage of well trained men and women in business.

This shortage can only be supplied from commercial schools, and they can only train men and women when they have competent teachers.

In the past there have been very meager facilities for training commercial teachers. Most commercial teachers are graduates of business colleges. A few have received a training in high school and a very small number in Universities. The demand for University trained teachers is strong, but the supply is very small. In the whole state of Ohio there is only one University course which fits men and women to teach commercial branches.

To meet the demand for teachers the Department of Education of the State of Ohio, in connection with certain business colleges, has outlined a course for the training of commercial teachers. This course is open to the graduates of approved high schools. When such graduates have completed a course eighteen months in length they will be granted State Certificates without examination. Persons having taken one year of professional work for the training of teachers in a college or normal school are granted State Certificates on the completion of a course one year in length.

These courses must be taken in schools accredited by the State. The State not only specifies the course of study but makes certain requirements as to the faculty, the most important being, that there must be on the faculty three men with college degrees and at least one man with C. P. A. degree.

The course of study prescribed by the State is given on this page.

At the present time eight schools in Ohio are accredited as training schools for teachers, and on completion of the above course State Teachers' Certificates are issued without examination. These eight schools are as follows: Office Training School, Columbus, Ohio; Oberlin Business College, Oberlin, Ohio; Spencerian Commercial School, Cleveland, Ohio; Ohio University State Normal, Athens, Ohio; Bliss Business College, Columbus, Ohio; State Normal College, Bowling Green, Ohio; Normal Dept., Wilberforce University, Wilberforce, Ohio; and Ohio Northern, Ada, Ohio.

BUSINESS EDUCATION IN GREECE

Greece has for thousands of years been noted for mental culture as well as for commerce and trade. Its unique geographic position makes it the natural center for commercial activities in the Near East. The Greek people themselves are noted as much for their business ability as for their intellectual power. Today Greek merchants and business men are found in the Balkan Peninsula, Asia Minor, and Egypt, while almost every American city has its Greek merchants who are progressive and prosperous.

One of the most important commercial schools in Greece is the Business and Accounting School of Prof. C. Panayotopoulou in Piraeus. During the twenty years this school has been established, its hundreds of graduates have gone out to positions such as business managers, head accountants, wholesale merchants, manufacturers, bankers and other positions of importance in business.

The English language is required to be studied by every student in this school. The instructor in English is Professor Alexander Angelou, who graduated from the University of California with the major subjects: Literature, Economics and Sociology. Mr. Panayotopoulou reports that students now are very enthusiastic over the study of English both because they realize the importance of a knowledge of English and of the commercial activity of the English world, and because of the sympathetic and friendly attitude of the people of

England and America toward the people of Greece. This study cannot but bring about better relations between the two nations. We can wish that students of Greek in American colleges were learning about the present people, possibilities and problems of Greece, instead of what happened two or three thousand years ago.

The founder of the Piraeus school is Professor C. Panayotopoulou. He has mastered the English language and is an enthusiastic student of American methods of business training. His business education was finished in Paris, and he was among the first to win the scholarship at the state commercial examination in France. He has written a number of books, Greek, among others the "Encyclopedia of Commercial Knowledge," "Commercial Economics," and "Accounting." He has also helped to establish the University School of Commerce at Athens, in which he is Professor in theoretical and practical accounting.

Besides his work in the two school Professor Panayotopoulou conducts a correspondence school, having students among the Greeks throughout the East.

J. W. Swank, of Washington, D. C. for fifty years a penman in the Treasury Department of the National Government, died at his home in that city on August 17, 1921.

Mr. Swank did much work for the government in preparing script for use on currency. Since the days of Secretary Seward and the Lincoln cabinet he lettered resolutions for each retiring Secretary of the Treasury. Many high officials of the government possessed sets of resolutions engrossed by him upon their retirement from office.

COURSE OF STUDY FOR THE TRAINING OF COMMERCIAL TEACHERS IN OHIO

Approved by The State Department of Public Instruction

(The professional training is listed as "semester hours" and the commercial training is listed as "term hours.")

First Quarter

Bookkeeping	6
Law	2
Arithmetic	2
Penmanship	1
Spelling	1
Commercial Geography	3

Third Quarter

Accounting	4
Shorthand	5
Typing	5

Fifth Quarter

Shorthand	5
Typing	5
Psychology	3
Prin. of Teaching	3

Second Quarter

Bookkeeping	6
Economics	3
History of Education	3
U. S. History	2

Fourth Quarter

Shorthand	5
Typing	5
School Administration	2
English	3

Sixth Quarter

Dictation and Transcription	5
Office Training	3
Methods of Training	4
Practice Teaching	3



TRAINING TEACHERS FOR CONTINUATION SCHOOLS

By PAUL S. LOMAX

Specialist in Commercial Education, State Department of Education, Albany, N. Y.

I. The present source of supply.

Most continuation school commercial teachers have been, or still are, public high school commercial teachers.* As such, they have come to the continuation school as commercial **subjects** teachers, in most cases, not as commercial **occupational** teachers. They tend, for example, to know the subject of bookkeeping, its fundamental principles and their application to general practice, but often fail to know the highly differentiated recording jobs in which continuation school boys and girls are actually employed. Not knowing these particular jobs, they, consequently, are unable to live in the working environment of the students and give them that vital job information and improvement instruction which will really prove helpful in their occupational experiences. The continuation school commercial teacher first of all must be not a **subjects** but an occupational teacher. He must know particular jobs rather than particular books.

To give such a teacher special training for continuation school work, three methods may be used:

1. To fix in the mind of the commercial teacher a clean-cut comparison of **general** commercial education with **vocational** commercial education.
2. To require the commercial teacher to gain at first hand an intimate knowledge of the highly differentiated junior and senior commercial occupations of today.
3. To aid the commercial teacher in the preparation of specific unit lesson plans built about particular junior occupations.

II. Comparison of general commercial education with vocational commercial education.

1. In what ways alike.

a. **Foundation training.** Both general and vocational commercial education require a foundation training in the common branches. Vocational education in the junior occupations is essentially fundamental knowledge applied to particular occupational experiences.

b. **Required general education subjects.** Both general and vocational commercial education represent training which should be offered in conjunction with certain general education subjects; in the high school, with English, science, mathematics, and history; in

the continuation school, with physical and citizenship training. Vocational education primarily deals with the worker's relationship to his job. There are, however, other relationships which need to be considered in a well-balanced education program. In the continuation school, the worker's relationship to his health, or physical welfare, and his relationship to the State, or citizenship, are also duly regarded.

c. Related commercial subjects.

Both general and vocational commercial education consists of two parts: (1) the occupational subjects, as bookkeeping, and (2) the related subjects, as business English, commercial arithmetic, business writing, commercial law, and commercial geography. In both types of commercial education the fundamental principles of the occupational and related subjects must be carefully and thoroughly developed.

2. In what ways unlike.

a. **Primarily in the occupational subjects.** In general commercial education the fundamental principles, as of bookkeeping, are carefully and thoroughly developed and then broadly applied to a general or composite occupational experience; whereas in vocational commercial education the fundamental principles, as of bookkeeping, are carefully and thoroughly developed and then specifically applied to particular occupational experiences. For example, in the subject of bookkeeping, the objective of general commercial education is to train for the work of general bookkeeper or accountant, something which the student may be within the next five or ten years; whereas the objective of vocational commercial education is to train for the work of specialized recording jobs, as those of ledger clerk, cost clerk, statement clerk, payroll clerk, entry clerk, position in which the student most likely will be immediately upon leaving school to enter employment. It is in the beginning, the initial, the starting-off jobs, where most students run onto the rocks upon leaving school, particularly that great army of boys and girls who drop out of

school at the end of the high school freshman and sophomore years, the group who become, in common with the grammar school graduates and drop-outs, students in the continuation school. This explains the distressful heavy labor turnover of these students, their constant costly shifting from job to job. Vocational commercial education represents (1) training for the initial job, and (2) training in line of promotion for the subsequent job to which experience, ability and further schooling may later carry the student. The occupation of tomorrow is approached thru the occupation of today.

It should be observed that in both types of commercial education the same fundamental principles are duly emphasized; it is in the application of these principles that the two types widely differ, the one applying the principles to a general or composite occupational experience, usually that of the boy's vague and uncertain tomorrow, the other applying the principles to a particular or differentiated experience, usually that of the boy's vivid and certain today.

b. **Secondarily in the related commercial subjects, such as business English and commercial arithmetic.** Similarly, as with the occupational subjects, while the fundamental principles of related subjects, in both general and vocational commercial education remain the same, the application of the principles to an occupational situation becomes very different.

III. To require the commercial teacher to gain at first hand, an intimate knowledge of the highly differentiated junior and senior commercial occupations of today.

This may be accomplished in three ways: (1) the commercial teacher to make a careful study of the occupational history of each continuation school student, (2) the commercial teacher to follow-up the commercial establishments in which continuation school students are employed, and (3) the commercial teacher to be employed during the summer vacation in one of the representative business firms of the community, preferably one in which many continuation school boys and girls are employed.

Definite survey forms should be worked out for recording both the occupational history of the student and the follow-up of the commercial establishment, so that uniform and certain data may be gathered from all sources. By means of this data,

(Continued on page 22)

*This topic is discussed entirely from the standpoint of the situation in New York State in which the experience of the writer has been limited.



MARSHALL

(Continued from page 18)

blood) then, after a pause, "but maybe not the half-breeds'!"

I call that real wit. In another article, I shall have more to tell you about the mental side of these Klamaths.

My little schoolhouse is a mile down the river from the very comfortable combination of ranch and mountain inn where I live. The daily walk to and from the schoolhouse is an ever fresh delight. The way runs up and down among the broken slopes some hundreds of feet above the foaming, roaring river. Along the route, I cross no less than four noisy streams that come splashing down from the mountains above. Both up and down the river stretch the far vistas of fire-covered domes that rise up in the sky high above the horizon line. As most of the vegetation is evergreen, there is little difference between the summer and winter landscapes, except that in winter, the higher ridges are capped with snow, and the naked prairie patches on the mountain that are now golden, are in winter green as young wheatfields. From early April to July, the ridges and glades are gay with endless varieties of flowering herbs and shrubs, many of them unknown to the average botanist.

And the wild animal life is no less interesting. Bears, panthers, coyotes, foxes, otters, etc., abound, and in following the outlying trails, one is likely to come upon any of them. Just the other morning, I came upon a monstrous Canada lynx, within a hundred yards of my schoolhouse. This animal is called "bob-cat" in this country. The big fellow I met gazed at me for an instant out of his cruel yellow eyes, then bounded away into the chapparal.

In view of all this, do you wonder that I have chosen this glorious region for my workshop? Just below my window, as I write this, the old Klamath roars its way to the sea, and at night lulls me to sleep with its sole unbroken diapason. Out of the hill a hundred feet above the ranch house, spouts an ice cold spring whose stream, as it dances its way down to the river, adds a shower of treble notes to the liquid music. Do you think I get lonesome among all this and long for the chuff-chuffing of locomotives, the clanging of street car gongs, the honking of motors, the blare of electric signs, the towering sky-scrapers, and the other raucous sounds and glitter of the great cities? Not in a thousand years. What I do miss are my jolly, sunny-hearted friends, scattered far and wide in the distant Eastland, to whom I owe so many joyous seasons. For them, I could even leave these glorious mountains for a time. But for a while, at least, I can be with the only in pleasant memories, and thru the EDUCATOR, let them know that they are not forgotten.

TRAINING TEACHERS

(Continued from page 21)

properly tabulated and organized, the commercial teacher is in a position to offer that kind of instruction which should prove most helpful vocationally to the students being taught, for he now knows the students' previous job experiences, their present job needs, and the business establishments in which they are employed.

IV. To aid the commercial teacher in the preparation of specific unit lesson plans built about particular junior occupations.

After the commercial teacher has gathered the occupational history of the continuation school students and the following up data of the commercial establishments, the most difficult step yet remains to be taken, namely, to determine the teaching material for each particular junior occupation, in terms of both the occupational and related subjects, and to organize this material into definite unit lesson plans. Few commercial teachers have had that wealth of pedagogic training and teaching experience which will enable them to accomplish this difficult task unassisted. Therefore, it becomes an important work of a state department of education to co-operate with the local directors (as well as all the vocational teachers) in the preparation of unit lesson plans based upon the occupational needs of the boys and girls being taught.

EDUCATIONAL MOTION PICTURES

The increasing use of motion pictures in education is indicated by a statement from the National Board of Review, 75th Avenue, New York, with lists of films available on North American Geography, and Selected American Industries, including a great variety of manufacturing establishments. Any school or teacher interested in the use of films should send to the National Board of Review for one of these lists. A charge of 25c is made for the list. The National Board of Review does not distribute films, but lists films of all companies which may be suitable for school use.

C. E. Birch, Director of Commercial Education in the Lawrence, Kansas, High School, will have as his assistants this year Miss Jane Gordon, of Holton, Kansas, who will teach shorthand and typewriting, and Miss Kathryn Stein, of Chicago, who will teach beginning bookkeeping and typewriting. Miss Gordon was formerly a teacher in the Lawrence Business College, and during the war spent some time in Washington. Miss Stein has also had excellent training and experience.

PUBLIC SCHOOL WRITING

(Continued from page 19)

ment of all written work. Encourage pupils to use arm movement.

Monday—Teach "Harnessing Movement Drills," page 14 in Manual.

Tuesday—Use regular writing paper. Have pupils make movement drills—ovals, straight lines, etc., on two or three lines at top of paper, and then dictate words to be spelled, being sure that every pupil is writing with the arm rather than with the fingers.

Wednesday—Dictate sentences direct. Have the pupils write each word as you pronounce it. This is an excellent drill. Watch form, movement, spacing and speed.

Thursday—Dictate paragraphs, leaving margins at least $\frac{1}{4}$ inch at the beginning and end of the lines. Watch margins, spacing, indentation of paragraphs, neatness, and general arrangement. Insist on arm movement and a good writing position. Teach pupils how to divide a word at the end of a line.

Friday—Review any day's work. Words for spelling, sentences and paragraphs may be taken from any you have had occasion to use or may prefer.

Twenty-fourth Week. Send pupils to the board this week to improve their general blackboard writing and figures. Watch position at the board, holding the chalk, etc. If there is not room for all at the board at one time, let one section practice the Drill Plate Exercises on paper while the other section is at the board.

Thirty-first Week. Review fourth week.

Thirty-second Week. Review fifth week.

Thirty-third Week. Review sixth week.

Thirty-fourth Week. Review seventh week.

Thirty-fifth Week. Review eighth week.

Thirty-sixth Week. Review ninth week.

The Clearing House, published by Goodyear-Marshall Publishing Company, Cedar Rapids, Iowa, comes to our desk at intervals filled with thoughtful articles on various topics of commercial education. The last number seems especially good. Some of the interesting topics are as follows: "Petty Cash Fund," showing how to handle this fund in the least time; "Purchase Vouchers," "Auditing books of Athletic Clubs or other school societies," "Bookkeeping by Project," and an article on commercial English under the heading, "The Commercial Department Without a Commercial English Course."

A copy of THE CLEARING HOUSE will be sent free of charge to any commercial teacher who will ask for it.

Miss Edith Brackett, Dover, N. H., is a new commercial teacher in the Newmarket, N. H., High School.



Modernizing Commercial Studies

SENSIBLE SUGGESTIONS for THOUGHTFUL TEACHERS

BUSINESS AND ACADEMIC ARITHMETIC

Gilbert J. Raynor, Principal Commercial High School, Brooklyn, N. Y.

Commercial Arithmetic is distinguished from Academic Arithmetic by its purpose, its content and method of instruction.

The purpose of Academic Arithmetic is to develop the power of perceiving relations. In other words, it is primarily mental development, and the emphasis is on the process and not on the mere accuracy of the answer obtained. The purpose in Commercial Arithmetic is to obtain a correct result with the greatest economy of time and effort. The employer cares very little about the process by which his bookkeeper arrives at the amount of an invoice, but he cares everything about having the amount of the invoice correct, and having the bookkeeper obtain this result with as little expenditure of time as possible. The emphasis is almost entirely upon the obtaining of a correct answer. Academic Arithmetic is a gymnasium in which the benefit is derived from the exercise of the doing. Commercial Arithmetic is more like a wood-pile in which the exercise is incidental, but what is desired is a good pile of wood.

The content of Academic Arithmetic should, of course, be suited to the purpose sought. It should consist largely of problems in the real sense, and even of mathematical puzzles in a reasonable sense. That is, the work to be done should exercise a constant tension on the intellectual abilities of the student. The work should become progressively more difficult, just as in the gymnasium the athlete who could lift so many pounds yesterday tries to lift a little more today. The content of this arithmetic must be such as to develop intellectual brawn. The answer to be obtained in working such problems is of secondary importance. The student's effort is placed on the how to solve.

The content of Commercial Arithmetic should be such as to furnish abundant drill in the doing of the same kind of work over and over after the how has been entirely disposed of, the emphasis being entirely on the getting of an accurate result as quickly as possible. Rapid addition and the computing of interest by the banker's method will illustrate the type of work. Of course, there are some characteristics of Commercial Arithmetic in Academic Arithmetic, and likewise some characteristics of Academic Arithmetic in Commercial Arithmetic. In both cases there is both the process and the result. The difference is in the emphasis.

The method of Academic Arithmetic must concern itself very largely with

the pupil's recitation in which he puts into words the thinking process by which he solved his problem, and the recitation is made to be a means to clear thinking. The method in Commercial Arithmetic must concern itself mainly with the doing of the work by the pupil. The bookkeeper will not be called upon by his employer to recite, but he is constantly called upon to do his mathematical work and record the result.

Again, the method in Commercial Arithmetic should include the constant keeping before the pupil the practicalness and usefulness of that which he is learning to do. It should be constantly pointed out to him that what he is doing is exactly what he will have to do in business. On the other hand, this cannot be the case in Academic Arithmetic. Here the pupil must be satisfied with a more remote benefit.

Marking Papers

In order to obtain in Commercial Arithmetic the accuracy which alone makes it of value, the teacher should make it constantly clear in the mind of the pupil that speed without accuracy is of no value. Accuracy first. To this end some of our best teachers in grading a pupil's daily work, tests and examination papers, do not give the pupil credit for having worked the problem the right way, but mark solely on the answer obtained, so that a pupil obtains either a perfect mark on each problem or a zero. This would seem to be proper enough provided the example is purely a drill exercise, and not a problem in which the question of how to solve enters. These teachers further emphasize the value of accuracy by giving a pupil credit only for so much work as he does before making his first mistake. That is to say, if there are ten examples to be solved, and the pupil gets three of them right, then makes a mistake in the fourth, and then gets all of the others correct, his grade is thirty, and not ninety. He is not given credit for all that he gets correct, but simply for that work which he does correctly before he makes an error. The result of this method of marking has been excellent. Not only has it greatly increased the accuracy on the part of the pupils. This could have been expected. It has resulted in more pupils passing in their tests, and passing with higher grades than under the old style of marking. Probably the psychologist would have foretold this, but we ordinary mortals feared the opposite.

J. M. Moose has recently been elected as head of the Commercial Department of the Dover, Ohio, High School for another year, and at a fine salary.

A PLAN FOR BUSINESS ENGLISH

By J. L. Zerbe, Duff's College, Pittsburgh

Effective Business English includes spelling, syllabication, word discrimination, fundamentals of grammar, sentence structure, principles of good composition and the form and contents of commercial correspondence. The problems of the private business school is to teach these fundamentals to students whose preparation may range all the way from the sixth grade to the college, and who enter the class on any day of the month, and study for from one month to a year.

These problems are met in my classes by the following plan. You will notice first that the various elements of effective Business English are not considered separately, but as a means to an end. That is, the writing of a theme is considered as a whole, and spelling, word discrimination, sentence structure and other elements are considered as they relate to effective English in the letter or theme under consideration.

To make good English a matter of habit, students in the English class are required to write a theme or letter every day. Only by much practice in speaking and writing can good English become habitual, and it is only habitual good English that the student can use with freedom and ease in business.

The greatest problem in teaching Business English to students in a private business school is to create in the student a keen sense of observation for the spelling of unfamiliar words, for effective arrangement of sentences, for well-balanced letter forms, and for logical arrangement in written and spoken language. This can only be done by having the students observe closely many problems of composition. Under such circumstances he is interested in the composition and keen to detect errors.

My plan for doing this is to have the pupils correct one another's papers. The constant practice of looking for errors becomes a habit, with the result that students learn to recognize wrong spelling and faulty sentences and paragraphs. A very valuable by-product of the plan is that the teacher is relieved of the work of correcting themes.

If there is any merit in correcting themes it is for the one who wrote the theme, rather than for the teacher, but it is also true that there is more educational value in correcting a word or a sentence or a paragraph that is wrong, than there is in writing the wrong sentence or paragraph. Therefore, under the usual plan whereby the student writes and the teacher corrects, the student learns wrong habits and the teacher acquires skill in detecting errors.

In order that the plan mentioned may secure the desired results, it must be worked out carefully and matter provided which will give students practice in composition and in cor-



recting their errors. To this end a selected list of words were combined into sentences which illustrated rules for word arrangement, punctuation, grammar, etc. These sentences were then combined into paragraphs, which in turn formed a theme or composition. The theme topics were subjects which could be discussed in the various types of business letters. Mimeographed copies of the rules exemplifying the spelling, lists of words divided to show proper division at the end of the line, sentence structure, grammatical construction, or whatever principles were to be emphasized, were furnished each pupil. With this was included a copy of the letter.

When the class met, the pupils copied the letters in longhand from the teacher's dictation. Then the longhand copies were exchanged and each pupil corrected another pupil's copy from the letter which he held in his hand. The mistakes were classified under spelling, form, punctuation, grammar, sentence, and rhetorical principles, and the paper then returned to the writer, who in turn records each day the number of each error. This record sheet is kept for each month so that the students can see what progress they are making. The instructor each day compares some of the letters with the record sheet to determine how accurate the students were who corrected the letters.

Frequently pupils are called upon to dictate extempore a reply to the letter which they have copied, while the other members of the class write out from his dictation in longhand. Discussions of synonyms, marks of arrangement, and other points, are engaged in, thus bringing before the whole class the problems which confront any one who composes a business letter.

The correction as planned is progressive, beginning with the merely mechanical features of a letter and leading up to the content of business letters, including the psychology underlying collection letters, adjustment letters and selling letters. Exercises are provided so that the instructor may vary the method from day to day, and when he has other matters he need not dictate the first letter.

While the entire group takes the dictation, each student profits according to his previous experience or skill. While the high school graduate is studying word selection, noting whether the letter might be made more brief and detecting illogical statements, a student with less training notes the exact interpretation of the dictated letter, learns spelling, the arrangement of the letters, and follows mechanically the rules given. In a few months the second student will have learned the mechanical details and will be distinguishing the finer points and the meaning of words and sentences.

The course is intended for ten months, but it can be arranged for either a longer or shorter period. The pupil who fails to satisfactorily com-

plete any part of the course is given the exercises he needs, and as soon as he can demonstrate that he has corrected his weakness, is excused from further study.

Outline of Topics

(Subtitles (a) receive special emphasis during the development of the main topic.)

1. **Letter Form and Punctuation.**
 - a. Abbreviations.
2. **Rules for Spelling, for Word Division at End of Line, and for Compound Words**
 - a. Compound Words and Expressions.
3. **Proper Use of Language—Grammar.**
 - a. Idiomatic Use of Prepositions.
4. **Sentence Structure.**
 - a. Connectives.
5. **The Right Use of Words.**
 - a. Roots, Prefixes, and Suffixes.
6. **The Principles of Composition.**
 - a. Paragraph Construction.
7. **What Business Letters Should Contain.**
 - a. Common but Confused Synonyms.
8. **Types of Commercial Letters.**
 - a. Synonyms Common to Commercial Correspondence.
9. **Psychology Underlying Business Letters.**
 - a. Expressions to avoid.
10. **Letters that Get Results.**
 - a. Common Errors.

COMMERCIAL AND ACADEMIC ENGLISH

Olive Ely Hart, South Philadelphia High School for Girls

1—Point of View: All English is "English for the business of living." All students should learn:

1. To say what they wish to say correctly, clearly, effectively, and without embarrassment.
2. To write what they wish to write clear, effectively, and with rational technique.
3. To read print both for information and for the mental and emotional enrichment which literature affords.

The difficulty in adjusting English courses in high school to an apparent diversity of aims has lain in the conception that preparation in English for college consisted in dissecting the classics, and in writing literary critiques upon them; and that preparation in English for business consisted in learning a few business forms, in studying type letters, and in working up special skill in spelling, punctuation, and syllabication.

In our own school we work upon the supposition that all educated men and women need the same general skill in expressing ideas, both in speech and writing; the same general ability to get information from books, and the same general understanding of the appeal of fiction, drama and poetry.

We believe that both academic and commercial girls should be able to handle personal correspondence, business and social. The commercial girls, however, must have **intensive training** in writing the types of letters which go to make up so large a part of business operations, and abundant practice in meeting the other demands made upon the English of a business man or woman. The Academic girls, on the other hand, must attempt many more formal and technical problems—in writing particularly—although even here it is necessary to consider definitely the avenues for written and oral expression which the world demands of men and women. Even in college the courses in English are being planned more and more in accord with actual life conditions and less and less for the purpose of formal analysis and criticism of masterpieces.

Another differentiation occurs in the books to be read. Commercial girls should have an opportunity to read some of the modern novels, plays and poetry, which the academic girls will read in college, while girls in the Academic Course must confine themselves largely to the College Entrance list.

Our experience leads us to believe that in the case of the commercial girls, general training plus a study of special business problems leads to much better results than a narrower course could produce. Boys and girls so trained, go into business ready not only to spell and punctuate correctly, but to handle more skillfully both the office correspondence and the numerous personal interviews which make up part of the demand of most offices.

On the other hand, the academic students go into college, better able to meet every day life problems with businesslike sincerity and ease, in addition to being prepared for the demands upon their power of understanding and using the English language which their college course will make upon them.

MACHINERY AND THE MAN

"Modern industry does not need mere acquired manual dexterity, but rather capacity to accept responsibilities. * * * In the old system acquired skill was paid for. Today, essential human qualities are paid for; powers and capacities that can be improved by training, but not in any real sense created by training. Modern industry has its great rewards for the man. The introduction of machinery has not made men slaves; it has emancipated them and placed the emphasis upon the fundamental character of the individual. It must be confessed that modern conditions reveal an immense mass of irresponsibility and great deficiencies in human qualities. The old distinctions between the skilled and the unskilled might better be abandoned for distinctions between the responsible and the irresponsible."—Industrial History of England, by Abbott Payson Usher, page 366 Courtesy of Houghton Mifflin Co., Publishers.



B. E. STARS

(A Page for the Business Men of Tomorrow)

SELF HELP FOR STUDENTS

Ever since colleges came into existence there have been ambitious young men who have supported themselves while pursuing their studies.

In recent years a number of High Schools and one or two Universities have offered part time work. Students in these schools spend either half days or alternate weeks in business establishment, putting into practical use the things learned in school.

It remained for a private business school to combine these two plans. Temple University, Philadelphia, Pa., offers courses from 8 A. M. to 12 M. and helps students in these courses to find work in the afternoon to earn their support. An Industrial Service Bureau is organized exclusively for the purpose of obtaining proper position for these young men and women who are studying in the forenoons.

The courses offered are the regular courses in Accounting Administration, Business Administration, Secretarial Administration or Foreign Trade. Students get the full twenty hours a week of lectures and laboratory work.

By this plan students with only \$100.00 in cash may safely start a four years' course.

There would seem to be a suggestion here for other private schools, especially those offering courses in advanced accounting, to arrange for students to attend school while earning their way and securing valuable business experience.

REWARDS FOR EFFORT

Closing date, November 15, 1921

1. All Teachers, who send in work from at least ten students who are following Mr. Guillard's Helpful Lessons will receive **Honorable Mention** in the January number.

Business Writing

2. Students of Business Writing, who entered school after August 1, 1921, should send Certificate specimens. The best 10 will receive a half dozen cards written in Mr. Guillard's best style.

3. Students of Business Writing, no matter when they began their study, should send a page of their best sentence or paragraph writing. The five best will receive a dozen cards each written by Mr. Guillard.

4. Students of Artistic Penmanship, here are two chances: First, for the best set of Artistic Capitals, a specimen of Penmanship by Mr. Albin. Teachers may send specimens for Honorable Mention, but Mr. Albin's specimen will go to some person who has not been recognized as a professional penman.

5. Second, students in business colleges or high schools should send in a page of direct ovals (shaded), O, A, and C, in the artistic style. The three best will receive a dozen cards each—Mr. Albin's beautiful ornamental style.

Send your specimen in good time—it must reach us by **Nov. 15, 1921**. Better plan to mail it the first week in November.

The persons securing the awards will be announced in the January, 1922, number. Plan to have your name in the list.

THE FINAL EFFORT

Closing date, April 15, 1922

10. All Teachers and Schools sending fifty or more subscriptions between August 1, 1921 and April 15, 1922, will receive **Honorable Mention**.

11. All Teachers and Schools whose students secure twenty-five or more BUSINESS EDUCATOR or Zaner Method Certificates between Sept. 1, 1921 and April 15, 1922, will receive **Honorable Mention**.

Business Writing

12. Teachers of penmanship and professional penmen should send a page of their best business writing, including alphabets of capitals and small letters and sentence writing.

On each paper indicate how long you have been teaching. This time will start from the date you finish your course in business college or training school.

Contestants will be divided into three classes as follows: First, those with not more than five years' experience. Second, those with not more than ten years' experience. Third, those with more than ten years' experience.

If your paper does not show how much experience you have had it will be judged with the papers of those having more than ten years' experience.

In each of the three classes there will be a first prize of a two-years' subscription to the Professional edition, a second prize of a one-year's subscription to the Professional edition, and three Honorable Mentions. Subscriptions will be awarded only for specimens which come up to the standard for a BUSINESS EDUCATOR Professional Certificate.

13. Students of Penmanship in business colleges or high schools should submit a page of their best writing, including alphabets of capitals and small letters, and sentence writing. The best five will be given a two year subscription to the BUSINESS EDUCATOR, and membership in the "B. E. Stars." The next ten will each receive a dozen written cards.

Artistic Penmanship

14. Professional Penmen should submit a letter in Artistic Penmanship. Arrangement and subject matter may be chosen by the writer. Other things being equal, the longer the letter the higher it will rank.

Papers will be divided into three classes, as follows: Penmen who have been teaching or who have been out of school five years or less. Second, penmen who have been out of school ten years or less. Third, penmen who have been out of school more than ten years.

In each of these three classes the best specimen will receive a two years' subscription to THE BUSINESS EDUCATOR, Professional Edition, and the next best specimen will receive a two-year subscription, providing the specimens submitted are up to the standard required for a Professional Certificate.

15. Students of Artistic Penmanship attending business college or high school should send a page of their best work. The best three will be given a two year subscription to the BUSINESS EDUCATOR, with membership in the "B. E. Stars."

16. Sets of Artistic Capitals will also be rewarded—the best two will receive two-year subscriptions.

Five more students (at least) of Artistic Penmanship submitting worthy specimens of page writing or capitals will receive a dozen written cards each.

Send your specimen in good time—it must reach us by April 15, 1922. Better plan to mail it the first week in April.

The names of the persons securing the awards will be announced in the June, 1922, number. Plan to have your name in the list.

LEADERSHIP

In every industry—in every branch of commerce—some man is inexorably rising to leadership because his fellows have confidence in his judgment and faith in his honesty and purpose.

Leadership is not a reward but a job—a command from society to make selfish interest serve the interest of all—to point the way for all to prosper.

(From advertisement of National Bank of Commerce, New York City, in Atlantic Monthly.)

LIBERAL ELEMENTS IN PRACTICAL EDUCATION

It is not in literature and art alone that the hopes, aspirations, and achievements of mankind have been caught and crystallized. A new machine; a device for reducing human drudgery; an improved tool or utensil that makes the day's work less wearisome and more productive; a new strain of livestock or an improved variety of fruit or grain, perfected by long continued selection and breeding—each of these is as truly a part of the human heritage as are the great poems and the great pictures.—(Selected.)



Little Stories of Business

By CHARLES T. CRAGIN
Holyoke, Mass.

PLAYING THE GAME

"S-t-r-i-k-e WAN!" barked the umpire, as the batsman, a bronzed Seneca Indian, six feet high, broad of shoulders, long of arm, and swarthy of face swung more than half way around as he missed the sphere that came floating slowly up to him, from Mark Radford, pitcher of the H. B. I. baseball team. The ball came so slowly, at such a leisurely, loafing pace that the batsman swung at it with all his strength long before it reached him and gave a disgusted grunt as he almost lost his balance.

"B-a-l-l WAN!" bawled the umpire, as the white pill, swift as a rifle bullet, almost grazed the neck of the bronzed Indian, who jumped back almost sure he was hit. He glared angrily at the pitcher as that slim, but well knit youth deliberately drew back his arm as if to deliver another slow floater and then with a lightning like jerk swung a ball square over the middle of the plate, as the umpire yelled "S-t-r-i-k-e tuh."

The H. B. I. baseball team was made up of students of a great Business college located in the city of Hindon, we will call it, though please understand that all names are fictions. They were all boys in regular attendance, and played for the fun of it. But, in the spring the school management, knowing it was a good advertisement, fitted them out with excellent uniforms and each man had his own bat bag and suit case, so they traveled within a radius of fifty miles, playing Saturday games at large country towns and small cities, where large crowds were sure to come and see them. They were a natty looking lot of young fellows well dressed and most of them well behaved, for they were under the active care of Prof. Crane, who always went with them.

The school team got traveling expenses only, as their share of the gate receipts, but the advertisement brought a good many students, and from one of these country towns that spring came Mark Radford, the hero of this little story of mine.

Victory in the Ninth

It was the last half of the ninth. The H. B. I.'s were one run to the good. Two Indians were on the bases and anything more than a single base hit by John Elkus, "Little Elk," who was not by any means little, and the mightiest swatsmith of the Modena Indians, best amateur team in western New York, meant the winning of the game. But alas! and alack!

the redmen had been fanning the wind and knocking pop flies and skyscrapers all the two hours of play. Another ball jumped close to the batsman and Little Elk cursed in fluent Seneca as he jumped back and shook his fist wrathfully at the pitcher. He was scared, for it is no joke to be hit by a baseball traveling with the velocity of a rifle shot, and the next minute another and final ball shot square across the inside corner of the plate. The umpire yelled "YERAOUT" and the game was over and the H. B. I. team, who had hardly dared hope for victory, gathered up their bats with triumph in their shining eyes.

Mark Radford was 19 years old, 5 ft. 10 in. high, straight as a flag staff, and he weighed about 150 lbs. of clear bone and muscle, for he had been brought up on a farm just outside the village limits, where his father and mother managed to get a not too luxurious living. Mark had been sent to high school and graduated, ready for admission to college if he had decided upon such a course, but his reading had brought him in touch with business affairs. So, that spring, he had gone to work in the freight offices of the C. R. R. and decided in the fall to enter the H. B. I.

An Aim in Life

"What do you intend to do when you get through school? Have you any definite aim in life?" said Mr. S. C. Wilson, the principal of the Big Business College. Mr. Wilson was a kindly man who had the interests of every student at heart, and he made it a point, as far as possible, to become acquainted with the aims and desires of the young men and women who came under his care.

"Well," said Mark, "I think I am rather good at figures. I stood high in mathematics in school and I like that branch. We had a little book-keeping and I like that, and I have heard that there is good money in higher up lines of accounting. I don't want to be a bookkeeper all my life, but I think I might become an auditor or perhaps by and by a public accountant, or business manager."

"That is a very well laid out plan. I like to see a young man have some idea what he is aiming at and don't be afraid of aiming too high. There is more room at the top than there is lower down."

"Yes sir, that is true, but it takes some climbing to get up."

"Well, there is lots of fun in a good climb, and when you get up things look so much bigger that it is worth while."

"That's true, sir, I will do the best I can."

"That is all anybody can do, my boy, and if you will work as hard in

your own interest as we will work, you will get your money's worth and remember us pleasantly as most of our graduates do."

Mark did a fine winter's work. He kept himself in fine physical condition all winter and when in April of an early spring the baseball team was made up, Mark was one of the first to report to Mr. Webber, the old star pitcher of Cornell, who had the training of the H. B. I. ball team.

A Trainer of Craft

Mr. Webber, "Webby," as the boys all called him, was a practicing lawyer about 35 years of age. At 22 Webber was the star pitcher of his college nine and won many a victory for his colors. There are tricks in all trade, but the successful baseball pitcher is pretty much all tricks. He has to be if he don't expect to get knocked all over the lot. Webber was a past master of pitcher's craft. His chief effectiveness laid in the fact that he had almost perfect control of the ball, and a puzzling change of pace kept the batsman guessing. One of his most effective tricks was to throw the ball straight at the batsman. He used a slow ball for this move so the batsman had plenty of time to get out of the way of it, but it rattled him to see the ball coming straight at his head and the next one swift as the pitcher could throw it just grazing his neck, so that he felt the wind of it, didn't add to his composure. Then Webber would pass a couple over the plate and as like as not get two called strikes. I regret to say that he would, on occasion, deliberately hit the batsman when there was nobody on the bases, especially if he was a big slugger, whom he wished to scare. He would profusely apologize for the accident, which was not an accident at all. These traits of Webber did not make him universally beloved among the batsmen of opposing teams, but he pulled off a good many games by the use of these not too scrupulous methods. When he completed his college course at about 24 he was signed up with one of the big league teams but didn't prove fast enough for such company, and very wisely decided to take up law instead of baseball as a profession, but he still enjoyed the game and made some money every spring training the H. B. I. team.

The Making of a Pitcher

When Mark Radford passed the ball in the cage over the space given the pitcher for practice Webber's heart leaped for joy. The past season has been rather disastrous to the H. B. I. because of ineffective pitching. Webber saw he had a find in Young Radford and at once adopted him as his own. He had far more speed than Webber ever developed, for his arms were longer, and his joints seemed made of steel and India rubber. He had perfect control of the ball, for at home, for several years, he had been developing control of the ball by pitching it to a catcher

(Continued on 2d following page)





RESULTS OF THE SPEED CONTEST OF THE NATIONAL SHORTHAND REPORTERS' ASSOCIATION

Held at Hotel Clifton, Niagara Falls, Ontario, August 25, 1921

The 1921 speed contest was, in many respects, the most remarkable in the history of the N. S. R. A.

There were 34 contestants—23 professionals and 11 amateurs.

Twenty-one professionals qualified on one or more speeds and submitted 85 successful transcripts.

Seven amateurs qualified on the 150 speed, and two also qualified on the 175 speed.

Fifty-seven speed certificates were awarded, of which nine went to amateurs.

Twelve medals were won.

There were no less than eight ties for place in the various speeds, four being triple ties. See the tabulated results below.

In the 150 speed, Miss Middaugh's perfect record of last year was not equaled, but five persons excelled all previous records except Miss Middaugh's, two contestants tying with one error each.

In the 175 speed, new records were made; seven persons, one an amateur, excelled the best previous record.

The 215-world record established last year by Neale Ransom, was broken by Albert Schneider, who lowered the number of errors from 29 to 18.

Miss Alice Mengelkoch carried off the amateur honors in a very impressive manner by standing first in her class in the 150 speed, with a percentage of 99.3; and also by beating all former professional records for accuracy in the 175 speed. In this speed she had but seven errors, with a percentage of 99.2%.

The Prize Winners

The gold Swan Fountain Pen offered to amateurs was won by Miss Mengelkoch.

C. P. Armbruster and Leonard Meyer having tied in the professional class on the 150 speed, Mr. Meyer won the toss for the prize; but Secretary Gaw promised to secure another pen for Mr. Armbruster.

Messrs. Bottome and Schneider tied for first place in the 175 speed, and each received a gold "Swan."

Under the rules, the winners of first, second, and third places in the 200, 215, 240, and 280 speeds received gold, silver and bronze medals, respectively. (See figures below.)

The manager of the sight-seeing airplane authorized the committee to award as an additional prize, a free trip in his plane to "see Niagara Falls from the air." The committee decided to give this to the winner of the trophy.

The Champion

Albert Schneider won the Championship Trophy of the N. S. R. A. with an average percentage of 97.9 on the three speeds—200, 240, and 280. It is interesting to note that he won

over John F. Daly by the narrow margin of .6%.

It seems that, aside from winning five speed certificates, three gold med-

als, a gold fountain pen, a bronze medal, the Championship Trophy, and a free ride in the airplane, Schneider did not accomplish much!

TABULATED CONTEST FIGURES

150 Speed (Literary Matter)

NAME	Prof. or Amateur	Total Words	Errors	Per-centage	System
Meyer, Leonard	Prof.	747	1	99.9	Success (Pit.)
Armbruster, C. P.	Prof.	1	1	99.9	Graham (Pit.)
Pugh, Herman N.	Prof.	2	2	99.7	Pitmanic
Ealcomb, N. H.	Prof.	3	3	99.6	Pitmanic
Weisenburger, L. H.	Prof.	3	3	99.6	Gregg
Mengelkoch, Alice	Amat.	4	4	99.5	Scientific (Pit.)
Roberts, Urina	Amat.	6	6	99.2	Gregg
Reilender, E. A.	Prof.	6	6	99.2	Success (Pit.)
Victory, Jerome	Prof.	6	6	99.2	Osgoodby (Pit.)
Dupraw, Martin	Amat.	7	7	99.1	Gregg
George, N. M.	Prof.	8	8	98.9	Pitman
Ransom, Neale	Prof.	8	8	98.9	Munson (Pit.)
Evans, Helen W.	Prof.	8	8	98.9	Gregg
Cooper, Edward W.	Prof.	10	10	98.7	Pitmanic
McCarthy, Thomas J.	Prof.	10	10	98.7	Success (Pit.)
Broadwater, Jas. E.	Amat.	10	10	98.7	Gregg
Keller, Ben. D.	Prof.	14	14	98.1	Pernin
Bengough, Thos.	Prof.	13	13	97.4	Pitman
Farrell, Ray	Prof.	20	20	97.3	Pitman
Polley, Kenneth L.	Amat.	25	25	96.6	Gregg
Diehl, Elnora	Amat.	26	26	96.5	Scientific (Pit.)
Hart, Ruth G.	Amat.	31	31	95.8	Gregg

175 Speed (Literary Matter)

Bottom, Willard	Prof.	873	3	99.6	Graham (Pit.)
Schneider, Albert	Prof.	3	3	99.6	Gregg
Reilender, E. A.	Prof.	7	7	99.2	Success (Pit.)
Warnement, W. A. J.	Prof.	7	7	99.2	Success (Pit.)
Mengelkoch, Alice	Amat.	7	7	99.2	Scientific (Pit.)
Ransom, Neale	Prof.	9	9	99.	Munson (Pit.)
Victory, Jerome	Prof.	10	10	98.8	Osgoodby (Pit.)
Meyer, Leonard	Prof.	11	11	98.7	Success (Pit.)
Keller, Ben. D.	Prof.	13	13	98.5	Pernin
Evans, Helen W.	Prof.	15	15	98.3	Gregg
Armbruster, C. P.	Prof.	17	17	98.	Graham (Pit.)
Weisenburger, L. H.	Prof.	18	18	98.9	Gregg
Diehl, Elnora	Amat.	21	21	97.6	Scientific (Pit.)
George, N. M.	Prof.	28	28	96.8	Pitman
McCarthy, Thos. J.	Prof.	38	38	95.6	Success (Pit.)

200 Speed (Literary Matter)

Schneider, Albert	1003	12	98.8	Gregg
Daly, John F.		30	97.	Pitman

215 Speed (Literary Matter)

Schneider, Albert	1074	18	98.4	Gregg
Victory, Jerome		21	98.	Osgoodby (Pit.)
Daly, John F.		33	96.9	Pitman
Freeman, Nellie Wood		33	96.9	Pitman

240 Speed (Judge's Charge)

Daly, John F.	1203	12	99.	Pitman
Ransom, Neale		21	98.3	Munson (Pit.)
Schneider, Albert		22	98.2	Gregg
Victory, Jerome		24	98.	Osgoodby (Pit.)
Reilender, E. A.		38	96.8	Success (Pit.)
Freeman, Nellie Wood		38	96.8	Pitman
Bottom, Willard		44	96.3	Graham (Pit.)
Meyer, Leonard		49	95.9	Success (Pit.)
Warnement, W. A. J.		52	95.7	Success (Pit.)
Weisenburger, L. H.		62	94.8	Gregg

280 Speed (Testimony)

Schneider, Albert	1391	44	96.8	Gregg
Daly, John F.		59	95.8	Pitman
Ransom, Neale		61	95.6	Munson (Pit.)

J. E. FULLER, Chairman Contest Committee,
Goldey College, Wilmington, Del.



CRAGIN

(Continued from 2d preceding page)

selected from the boys of the neighborhood over a twelve inch plate like that used on the ball field. The result was that when spring opened and the H. B. I. went into field work they had a pitcher that could make monkeys of most country batsmen who use little science but try to knock a ball off the earth "up among the little stars sailing 'round the moon." He could bother the city batsmen too, for there was a city league of semi-professional players.

One thing Radford absolutely refused to do, and that was hit a man purposely. He did not consider that a square deal. He would send a ball at a man when pitching his slow floater, but he could shoot a ball through the air like a small cannon shot. He knew that it was a dangerous trick to hit a man with that kind of ball. And now the season was drawing to a close.

The game with the Seneca Indians, by far the strongest team in that part of New York, was likely to be the last of the season. The H. B. I. had not expected to win it though they hoped that even the powerful Indians might fall a victim to the best pitcher they had developed since the school had a team, and they went home prepared to paint the town a bright carmine, making a lot of racket, which was about all the painting consisted of.

In Professional Baseball

In the smoking car of the train which carried them into the city rode a stocky young man perhaps 30, with a decided limp. He was Mike Barry, old big league player, now manager of the Stars of Salina, State league team. He had heard of the battling powers of Little Elk, the Seneca Indian slugger, and had gone out there to see him in action, with a view of signing him for the Stars. But Little Elk ignominiously struck out or popped up flies under the magic delivery of the young H. B. I. pitcher, who himself had done some very pretty work with the bat against the Indian pitcher. So Mike Barry came up to have a talk with Webber, after the game was over.

That night Barry strode into the office of George Webber and said, "Webby, you old murderer, what did you catch that young pill slinger you had at Mendota today?"

"Why hello Mike, you ancient cripple! Oh, that was just a little pick up of mine."

"What do you think of him? Can he do that every day?"

"Well he has done it every game so far this year, once or twice a week."

"He hit the leather pretty well too, today."

"Yes, you don't want to pass it to him over the plate unless you want him to hit it."

"How is he on he bases?"

"Well, you saw him; what do you say?"

"Didn't seem to be any lead on his heels."

"Not a bit of it. Mighty good all around young player."

"Has he got the makings of a big leaguer?"

"I don't know, he is only 19, and of course, in these school games, playing only once or occasionally twice a week you can't really tell how he would stand the gaff of the big batsman and the travel from place to place in the league, but I think he has got the makings."

"Suppose I can sign him up for my team?"

"Well, he is about through here; you might try him."

"We are in a devil of a slump. Two of our pitchers have gone stale. Our best man, Muggins, has got a lame shoulder, we've got one 'has been' and another 'never was' to fall back on, and I've got to have some new pitching stuff."

"Well, you better try this boy if he will or no. I don't know whether he will or not. Let's go up to his room and see him." And up to his room they went. Mark Radford was greatly surprised at an offer of a trial on the Stars. He had not thought of making baseball a profession and he said, "I'm going home tomorrow and I'll be back here Monday or Tuesday and I'll give you my answer."

"It will be \$150 a month for the rest of the year if you make good and \$50 extra if we win the state championship."

"All right, sir, I will give you my answer Monday."

Mark went home that night and talked the matter over with his father and mother. They didn't know much about professional baseball but the \$150 a month, for three months, looked like a tidy sum to them and money was very scarce that summer, so they introduced no very strenuous objections.

Mark came back Monday and told M. R. Wilson, the principal of the school about it. Wilson looked grave. He said, "Mark, I don't just like the idea of your going into professional baseball. You are a young country boy, and so far as I can judge you have no bad habits. You may make a wonderful pitcher in the professional ranks. I should not be at all surprised if you did; if you do you will have an opportunity to earn a good deal of money, but you will get into pretty fast company. The life of the baseball player is short at best—it is generally over before he is 30—and then it is too late for most men to begin all over again and make a success in business. I shall not blame you if you try out this proposition, and perhaps even two or three years of baseball pitching would not spoil you." Mark wanted to go, he loved the game, and it greatly appealed to him, this opportunity to try his skill against real baseball players. He had confidence that he could make good, and the result was that the first of July saw him report for duty with the Stars, salary \$150 a month if he made

good. The Stars, who were flickering badly on account of a disabled pitching staff, didn't waste any time in giving Mark an opportunity to show his wares. They put him on the very first day of the week against the Bison, a powerful slugging team and the boy acquitted himself gloriously, and seven scattering hits and no two of them bunched were all the Bison obtained off this young man straight from the bush. He fielded faultlessly, got his base on balls twice by cool waiting for an unsteady pitcher, laid down a sacrifice, knocked out a long fly that brought a man in from third, and sent a pretty Texas leaguer over the shortstop's head.

The crowd went wild and Mike Barry was more than pleased.

A Natural Ballplayer

Mark Radford was a natural born ball player. There are such men just as there are natural born poets and artists and ink slingers like Dennis and Mandarasz. Of course, he learned many new things in the powerful State league, a league which contained players almost good enough to make the National or the American, many of them old time National and American players who had begun to slow up. The Stars were a pretty decent lot of fellows as ball players go. They were badly in need of pitching talent, and they welcomed this new and effective addition to their fighting strength, all but one or two of the pitchers who were on the down grade.

Mark got his \$150 a month promptly, and when the season was over he was offered a contract for the next year at \$200 a month for a six-month period. \$1,200 looked big. He had been offered 10 a week to enter the office of a big chain of clothing stores who had their manufactory and central office in the city of Hindon. Ten dollars a week, \$520 for 52 weeks, looked pretty small besides \$1200 for 25 weeks with the Stars, and he decided to go back in April. Mr. Webber said, "You will be a fool if you don't. You are only 20 now, have not begun to get to your best yet. You can afford to give five or six years, even ten, to baseball, and in that time you will reach the \$5000 a year salary list if you keep up the pace you have made so far." Mr. Wilson was not so enthusiastic but he said: "Really, I can't blame you much, Mark, if you try it two or three years longer, but look out for some of the things on which baseball players trip up. I have seen lots of them, good fellows at the start, go by the boards and end on the rocks. Some of them it was wine, some of them it was women and some of them it was cards. The three together will put most any man out of business." Mark Radford laughed, for while he had occasionally taken a glass of beer, played a game of five cent ante with the boys and taken a girl to the movies or a dance, he did not feel in any danger of going

(Continued on 4th following page)



Lessons in Artistic Penmanship

—For Beginners—

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

Foreword

I wish to make it clearly understood in advance that in accepting this commission to prepare a series of lessons in what the profession usually terms "Ornamental Penmanship" I shall keep but one class of individuals in mind, viz., BEGINNERS. Also, that the purpose of the course is to teach the beginner how to acquire skill in adding those shades and flourishes to standard script forms that make of practical penmanship a fine art. I shall strive to prepare all lessons with the single purpose of showing the beginner how to attain what little skill I have attained, and inspire him to strive for that excellence that will make of him a master penman.

Who Are the Beginners?

If you have learned to hold a pen properly for business writing, and have acquired such command of movement and developed such lightness of touch as to enable you to drive the pen over the paper easily at your will, producing uniform business writing, you are sufficiently skilled to undertake this course. I have even found students who never became good business penmen until their souls were stirred by the swerve and curve of artistic penmanship with its contrasts of hair-line and shade. Yes, you are eligible to the practice of this course of lessons if you have been introduced to the movement basis of modern business penmanship.

Who Has the Necessary Talent?

If you are inspired by the gracefulness of skillful and beautiful penmanship and have that abiding desire which compels you to strive with infinite patience and perseverance for self expression, then you are endowed with the necessary natural talent.

The accompanying specimen of penmanship is not a lesson. It is offered as a suggestion of the style and quality toward which students' efforts will be directed.

What to Do First

Write me of your intention of following this course of lessons which will continue through the next eight months, in your easiest business style, as follows:

Mr. M. A. Albin,
1550 Knowles Ave.,
Portland, Oregon.

My dear Mr. Albin:

I purpose following your lessons in the artistry of penmanship appearing in the *Business Educator*. I believe in my ability to acquire skill, and have confidence in your ability to inspire me to effort.

The set of shaded and flourished capitals enclosed is my best effort along that line at the present time. Specimens will be sent you each month from my lesson practice.

Yours sincerely,
(Your Name)
Age _____
Occupation _____

(Mr. Albin will acknowledge these letters with a personal letter of suggestion and advice, if you will enclose twelve cents in stamps.—Editor.)

Second Step

Provide yourself with the proper materials. Remember that most of our present day masters of penmanship got their start and much of their skill through lessons published in the penmanship journals; that materials were not so easily or readily procured as at the present time; and that much precious time was wasted with improper or inferior materials. Your outfit is inexpensive—with fifteen to twenty-five dollars invested in supplies professional penmen are able to earn from two thousand to five thousand dollars a year. For these lessons you will need a quantity of good paper, some ink, the best oblique penholder you can buy (not the most expensive) and plenty of the proper kind of pens. For the first few lessons we will use Gillotte No. 604 EF, Spencerian No. 1, or Zanerian Ideal.

The appended list of supplies will suggest what you need, and I know of no better source than the service department of this magazine:

- ¾ gross Zanerian Ideal Pens—40c postpaid.
- 1 Zanerian Expert Oblique Holder—20c postpaid.
- 1 bottle Arnold's Japan Ink — 45c postpaid.
- 1 pkg. Zanerian 5-lb. paper, ½ in. ruling, \$1.50 and postage. (Shipping weight 4 lbs. Ask your postmaster what the postage will be.)

If you live in the United States and will send a card saying "Send materials for Ornamental Penmanship C. O. D." you can pay the postman when he delivers them. The cost will be from \$2.25 to \$2.75, depending on distance from Columbus.

*Ornamental
Essentials are Freedom
and Precision.*
M. A. Albin

Uherens

God in His infinite wisdom has called from our midst our beloved brother

Walter Martin

who has been a faithful, active and devoted member of our society and at his death filled the office of Secretary

H. C. RICE

By H. C. Rice, Policy Engrosser in the New England Mutual Life Insurance Co., Boston, Mass.

— YOUR CONVENTION —

COMMERCIAL TEACHERS, the twenty-fourth annual Convention of the National Commercial Teachers' Federation, which will be held at St. Louis, Missouri, December 27 to 30, 1921, is **your Convention**. It should be the best meeting ever held in the history of the Federation. Plans for a big and profitable meeting are being laid by the officers, who have been working ever since the Cleveland meeting adjourned.

The Federation needs your membership and influence, but you need the help of the Federation even more. You will meet the live-wires of the commercial teaching profession—hundreds of them—who have been attending these conventions for years. A directory of the membership will be published at the close of the convention, and each member will receive a copy. You want your name to be on that list.

YOU'RE INTERESTED in commercial education and in the National Commercial Teachers' Federation beyond a doubt. Show your interest, encourage the officers, and help in making the coming meeting bigger and better by filling out and signing the following blank. If convenient, enclose your check for \$2.00 and close the transaction.

JOHN ALFRED WHITE, General Secretary,
818 Monroe St., Gary, Ind.

I desire to become a member of THE NATIONAL COMMERCIAL TEACHERS' FEDERATION, and will pay the \$2 membership dues by Dec. 1, 1921.

Name _____ School _____

Address _____

A. P. Meub, who has been advertising in the BUSINESS EDUCATOR for several months, was the victim of a unpleasant accident in the B. E. printing office last month. The type from which the address, "Pasadena, Calif. is printed fell out of the form and was put back in the order "Cansda Paifal." If any replies to his advertisement were sent to this address they must have proved puzzling to the post office authorities. Mr. Meub is still located in Pasadena, and still offering excellent instruction in penmanship by correspondence.

Home Study

Degrees Conferred.

Courses for
Commercial
Teachers

TEACHERS' PROFESSIONAL COLLEGE, Washington, O.

B. C. S. DEGREE HOME STUDY
OTHER COURSES

— WRITE TODAY —

Dean, Oskaloosa College, Oskaloosa, Iowa.

Martin's

ENGRAVED
DIPLOMAS

Send for Samples, New Designs.
MARTIN DIPLOMA COMPANY, BOSTON

WANTED!

An experienced engrosser. Also good, capable young penman to learn engrossing and illuminating. Good chance for advancement. State salary to begin with. Send samples.

B. C. Kassell Company
Engrossers, Engravers, Lithographers
105 N. Clark St. CHICAGO, ILL.

CIVIL SERVICE

Courses for City Carrier, P. O. Clerk, Railroad Mail Clerk, Rural Carrier, etc., composed of questions used in recent Government examinations and less sheets arranged exactly same way. Our \$15 courses or \$5 for short time. Satisfaction guaranteed or money refunded. Our students have made 99.60 per cent. Government examinations.

Sample lesson, illustrated catalogue free.

CIVIL SERVICE CORRES. SCHOOL, Box 331, Phila., Pa.

\$1,000.00

given away. I will sell a first-class Business College in fine territory, with no competition for \$1,000.00 less than its real value. Terms for part

Address B. B. R.

(Care The Business Educator, Columbus, Ohio)

FOR SALE

A Business School in a city of more than 20,000. No competition. Located in the Lake States. 150 year attendance. Price very low for immediate sale. Owners want to take advantage of opening in another business.

Address, LAKE STATE,

(Care The Business Educator, Columbus, Ohio.)

I WANT TO BUY

A good school in West or Northwest State prices, terms and send full data

Address X. Y. Z.

(Care The Business Educator, Columbus, Ohio)



News Notes

Miss Bessie R. Wood, who taught last year with the Mid-Pacific Institute, Honolulu, is a new commercial teacher in the Northampton, Mass., High School.

Miss Barbara Gamwell, of Seattle, is a new commercial teacher in the Clarkston, Wash., High School.

F. A. Wilkes, head of the commercial work of the Brockton, Mass., High School for several years, becomes Specialist in Commercial Education, Albany, N. Y., the position formerly held by the late W. E. Bartholomew. Paul Lomax, recently of Albany, N. Y., goes to Trenton, N. J., as Director of Commercial Education.

E. N. Cleave, of Middleboro, Mass., is a new commercial teacher in the Worcester, Mass., Business Institute.

I. O. Clime, for several years head of the commercial work of the Braddock, Pa., High School, is to teach next year in the High School at Wilkes-Barre, Pa.

Helen E. Nash, of Westboro, Mass., has been elected to take charge of the commercial work in the Whitinsville, Mass., High School the coming year.

Pearl Palmer, of Grinnell, Iowa, is to teach next year in the State Normal School at Chadron, Neb.

Miss Ella Carpenter, for several years commercial teacher in the Irvington, N. J., High School, is to be next year with the High School at Kearney, N. J.

Miss Pearl Cheadle, of Iowa City, is a new shorthand teacher with the Rochester, Minn., High School.

Ralph B. Young, head of the commercial work of the Concord, N. H., High School for several years, is to be head of the Commercial Department of the Deering High School, Portland, Maine, the coming year.

May E. Blanchard, for some years commercial teacher in the Belding, Mich., High School, has accepted a position as commercial teacher in the Traverse City, Mich., High School.

C. H. Burris is a new commercial teacher with the Hoff Business College, Warren, Pa.

TEACHERS WANTED!

Southern Teachers' Agency

Columbia, S. C.

Chattanooga, Tenn.

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NO FEES UNLESS PLACED
Continuous Enrollment in Three
Offices. New Booklet.

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Specializes in placing
COMMERCIAL TEACHERS
conducted by and for
COMMERCIAL TEACHERS

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79 HALSEY ST. NEWARK, N. J.

KIMBALL TEACHERS' AGENCY

116 W. 14th St. NEW YORK

A real service bureau for Commercial Teachers managed by G. S. Kimball, well known commercial teacher and author. Free registration — NO CHARGE until you get the position YOU WANT

SOME FINE FALL POSITIONS STILL UNFILLED—ENROLL NOW

C. P. A. Men—We can place you in \$5000 teaching positions

The demand for teachers of higher accounting, with C.P.A. degrees, will never be satisfied. We have splendid openings, paying from \$2000 to \$5000, for well qualified men. We also have several hundred calls for good teachers of general commercial subjects. These must be filled before October 1.

Write to us for our registration blank.

CONTINENTAL TEACHERS' AGENCY

BOWLING GREEN

KENTUCKY

DESIDES several other positions paying from \$2000 upward, we have just placed Lee A. Wolfard, of Las Vegas, New Mexico, as head of the new Department of Commerce in Marshall College, Huntington, W. Va.; our candidate, Miss Abbie Beyer, of Iowa State Teachers College, becomes head of Junior College, El Paso, Tex.; Wilkes, Brockton, Mass., High rating in the Civil Service examination, and has been appointed Specialist in the State of New York. Of course, these positions carry top-notch salaries. **MAY WE HELP YOU?**

THE NATIONAL COMMERCIAL TEACHERS' AGENCY
E. E. GAYLORD, Manager (A Specialty by a Specialist) Prospect Hill, Beverly, Mass

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New classes organized September 6, 1921. Higher Accounting, Auditing, Business Law, C. P. A. Courses. Send for catalog. We are near the great Mammoth Cave.

BOWLING GREEN BUSINESS UNIVERSITY
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Teachers Wanted

Penmanship or Commercial, Fine Salaries.

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Philadelphia, Pa.



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THE SPECIALISTS' EDUCATIONAL BUREAU

ROBERT A. GRANT, President,

ODEON BLDG., ST. LOUIS, MO.



CRAGIN

(Continued from 4th preceding page)
to wreck from either wine, women or cards.

The Second Year

Next season opened brilliantly for Mark Radford. He was a decided favorite with the baseball fans of Salina and Mike Barry, an old time ball player himself, knew that it was easy to spoil a young pitcher by overwork and Barry intended to make somebody pay large money for Mark if he developed into a fit man for the big leagues, as Mike was quite confident he would. So he worked him very moderately, two games a week at most. This took place a dozen years ago, when baseball teams did not carry a string of pitchers as long as a circus parade.

Mike Barry put it this way: "Now, young fellow-me-lad, I don't want to preach to you. I take a drink myself when I can get it and if the boys want a glass of beer I don't interfere with them, but if you want to get the best results from that arm of yours, which is worth its weight in silver anyway, perhaps gold, fight shy of the booze. You can't put the ball where you want it unless your head is clear, and it's many the pitcher I have seen go to the well and get cracked for crooking his elbow." Mark knew the old ball player was right and he was so temperate that he never saw but one ball at a time, which is more than many a good pitcher can say.

During the early season the team played quite a number of games with college teams and it was on the campus at Cornell that Mark met his fate in the person of a dark eyed, dark haired pleasant looking young woman, a Co-ed at the great University. There had been a hot game of ball in which the Stars had shone with unusual brilliance and Mark Radford had especially scintillated. After the game was over, those of the boys who cared to do so had been introduced, and Mark met Clara Deane. It was a case of "at first sight" on his part, and he found that the girl came from Salina. In the months that followed, when her vacation time came, it was perfectly natural that the acquaintance should be kept up and the girl had a powerful influence over the young fellow, for she was intellectual



R. S. Collins, the veteran penman, formerly of Pierce School, Philadelphia, flourished the above while in mid-Atlantic. If the spirit moves Mr. Collins to swing his skillful pen in the midst of each sea or ocean over which he will pass on his trip around the world, we shall see some more of his work.

Judging from the grace and beauty of this design, the atmosphere on the Aquitania, the liner on which Mr. Collins is sailing, must be conducive to the execution of flourishing.

as well as a lover of sports. She liked baseball, she liked athletics, she played a good game of tennis and could knock the golf balls around the lot better than Mark could. Her father was a business man of moderate means and the girl was taking a course at Cornell.

The Stars of Salina were that year a powerful aggregation. Mark Radford was the main stay of the pitching staff with two capable assistants. They ran him up against the most powerful teams of the league and left the weaker members to the other two, and at the middle of July with the season half over the Stars had a good lead, and seemed reasonably sure of being the State champions.

Queer Happenings

But just about this time queer things began to happen. Mike Barry had unaccountably resigned his position as Manager. Mike was popular with the people and well liked by the best men of the team, but three or four excellent players of the Sandlot type didn't like Barry. With his resignation there came great changes. A

hotel man of not too savory reputation became the controlling stockholder and his son, Edward Delaney quite a sporting man about town became manager of the team with Buckley, the second baseman, an enemy of Barry, field captain and playing manager. Then things began to happen. College teams and independent teams, braced up for the occasion, began to win games from the Stars. These games were never won while Mark Radford was in the box but with the team one or two runs ahead he would be taken out, another pitcher put in and either that pitcher would get a slugging or else bonehead playing by the infield would lose the game. Radford at first thought it was simply bad luck which may come at any time, but when this performance was repeated three or four times at points where the Stars were strong favorites in the betting, Mark began to have suspicion that something was "rotten in Denmark." One day he came across Mike Barry, the old manager. Mike was now scout

(Continued on 2nd following page)



B. C. Bacon, and a group of Z. M. Certificate Winners in Oil City, Pa., last year. Under Mr. Bacon's direction 85 pupils in Oil City won certificates.

The Art of

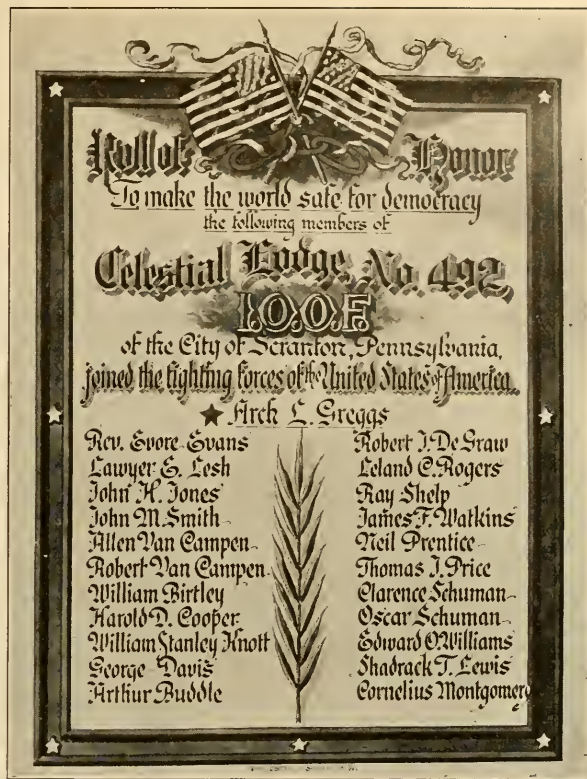
ENGROSSING

P. W. COSTELLO
Scranton, Pa.

The accompanying illustration is that of an Honor Roll, a branch of the Engrosser's Art for which there is much demand. This specimen may be executed by the average student of engrossing who is able to letter with the broad pen. The size of the original was 16x20, and a kid finish bristol board is absolutely necessary for work which requires the use of the brush and water color.

Outline the border and flags and letter in all the reading matter with waterproof India Ink.

The broad portion of the border is painted in crimson lake as well as the stripes of the flag. The outer and inner narrow band of the border and the background of the stars of the flag in Prussian blue. The three links emblem of the Odd Fellows was done in gold and outlined in black. The initials I. O. O. F. in two shades of blue outlined in black. The ribbon entwining the flags and emblem in crimson lake, and the spray of palm in two shades of green, mixing Hooker's green No. 2 and Payne's gray. The star in front of the first name in gold, signifying the supreme sacrifice. The shading of the display lines and the clouded background also in various shades of the green before mentioned.



Notes

William E. Smith, recently with Lee's Commercial College, Stamford, Conn., is a new teacher in the Continuation School, Albany, N. Y.

Minnie Carnahan has accepted a position to teach in the Sunnyside, Wash., High School the coming year.

J. H. Weaver, President of the Ohio Valley Business College, East Liverpool, Ohio, celebrated his 81st birthday on August 27. The Evening Review of East Liverpool recently contained a two column article regarding Mr. Weaver, recalling the fact that he has been very prominent in educational matters in East Liverpool, Ohio, for many years. He has also had a large part in the development of the Grange movement.

His son, F. T. Weaver, is associated in the East Liverpool school, while another son, W. W. Weaver, is manager of the Alliance, Ohio, Business College.

Miss Abi Beynon, for several years with the Iowa State Teachers College, Cedar Falls, is the new head of the Commercial Department of The Junior College, El Paso, Texas.

Ethel A. Rowe, for some years with the Englewood, N. J., High School, is to teach next year in Springfield, Mass.

S. S. Safford is the new head of the commercial work in the Porterville, Calif., High School.

Miss Alice Kenney, of North Brewster, Mass., is a new commercial teacher in Colebrook, N. H., Academy.

Ida M. Gordon, Supervisor of Writing in the Clarksburg, West Virginia, Schools, recently ordered one hundred Grammar Grade Certificates and five High School Certificates for her pupils. Miss Gordon is skillful in devising plans for arousing interest. An article describing the organization of the Reds and the Blues appeared in our February, 1921, number. Evidently, the Reds and the Blues in Clarksburg are running a close race for penmanship honors.

Ruth C. Smith, recently with the State University of Iowa, Iowa City, is to be a new commercial teacher in the Newton, Iowa, High School the coming year.

Miss Mary Mytton, the well known commercial teacher, is now connected with the South Dakota School of Business, Watertown, S. Dak., where she has charge of Penmanship, Type-writing and Gregg Theory. Miss Mytton is an experienced instructor of penmanship and the commercial branches, and we feel quite confident will prove to be a very valuable addition to the faculty of the South Dakota School of Business.

D. Clyde Beighey, well known to commercial educators in Cleveland and Pittsburgh, has charge this year of the department of commercial education in the Western Illinois State Teachers' College, Macomb, Ill. Mr. Beighey is a good business writer, a trained accountant, a university graduate and an experienced teacher of note. His work at Macomb should result in turning out many well qualified commercial teachers from that school.



CRAGIN

(Continued from 2nd preceding page)
 for one of the big league teams, and Barry said: "Keep your eye peeled, young feller, there is a crooked bunch in the Stars and they are playing with the gamblers, or I lose my bet. They had no business losing that game with Hamilton, or the one with Fordham. Never, in all this world, if things was on the level. You look out they don't get you in anything of that kind. It is all day to a man that gets caught in any such thing as that."

"Don't you worry," said Mark Radford. "Nobody will get me into anything of that sort. It would not be a safe operation to ask me to throw a game."

"Yes, I know that is right," said Mike. "I always sized you up for a white man besides having some sense, and nobody but a blank fool would fall for any such crook games as I believe they are playing."

Mark went back to Salina. As I have said before, it was a case of love at first sight with Mark but Clara Deane was not so badly smitten, she wanted to know what Mark was going to do. Mark thought five or six years of baseball at a rising salary would start him nicely in business. Clara thought differently. She said, "I like you, Mark, and of course, I like to see you play baseball, but I don't like that crowd that you train with and I don't believe you can afford to make baseball your profession for the next five or six years even. If you do, you will be just that much behind when it comes to taking up a real business, and no girl would want to marry a man who is only known as a great 'has been.'" Her argument had considerable weight with Mark Radford and when his team went up to Hindon one day to play the Hindon Wolves, one of the strongest of the International League teams and, with Mark pitching, came out at the end of the game, he had a talk with Mr. S. C. Wilson and Wilson said, "I have not changed my mind, Mark. You will undoubtedly make the big league and that is the worst of it. They will pay you a large salary and if you don't meet with an accident you may last ten years or even longer, like Christy Mathewson or Sy Young, but the chances are you will not, and then if you do, you will spoil your liking for anything in business, and this country needs good business men more than it needs good baseball players." Mark was wavering when he went back, but the thing that brought his final decision was neither Mr. Wilson nor Clara.

The Climax

One night the manager of the team, who had been unusually intimate with Mark of late, asked him to come up to his room and smoke a cigar. Mark went, and to his astonishment Delaney opened a queer line of talk. The next day they were to begin a series of games with the Eagles of Easttown, their nearest rivals in the race for the state championship. Young Delaney drank pretty freely. Mark didn't

drink at all, for since he had met Clara he had left out even the occasional glass of beer. "Now," said Delaney. "You ain't above making \$500 are you Mark?"

"Why, \$500 would look good to me. Where am I going to pick that up?"

"Easiest thing in the world. We have got three games with the Eagles here, tomorrow, Friday and Saturday. Now the betting men all around are giving odds that we win two out of three. You're down to pitch the first game and maybe we will have to put you in the last game. It is on the inside slate that the Stars drop two of these games. We can't do it without making a dead give away of it unless you're in on the deal. The whole infeld works together when I say drop a game, but if you pitch as you can pitch they can't throw the game without the crowd being on, but if you are in, it is \$500 in your pocket and a good deal more than that in the pockets of the crowd that is running this team." If Delaney had not been drinking it is a question if he would have dared state the case so plainly.

Mark Radford turned brick red and then his face faded a dead white and his eyes burned like grey steel as he jumped up and said, "You can go straight to—well, never mind where—and if you were not so drunk and the manager of this team, I would make the map of your face look so that your dearest friends would not know you. I'm done! If you put me in to pitch, I'll win the game if the whole team plays against me." They didn't put Radford in except in one game, which was already hopelessly lost.

Three days later, Delaney came to him and said, "We have sold you to the Bostons. You will go there the first of October." "Not by several rows of apple trees I won't," said the young pitcher. "You will never get a chance to make \$5000 out of selling me to the Bostons or anybody else. I'm through with the game." And he was. He refused to be sold, stopped short, and asked Delaney for an unconditional release. Delaney went up in the air, very much upset at losing \$5000 for the sale of the star pitcher.

"I will blacklist you," he said, with a string of words that I would not like to repeat.

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 Department F, PORTIAC, MICH., U. S. A.

"Blacklist and be hanged" was the sharp answer, "but if you do I will give the news papers a story about what has been going on in this team that will make you look sick." The result was Mark Radford got his release at the end of the season and went to Clara Deane and asked her a question that all girls like to have asked them. Girls can guess what it was. Her answer was not entirely what he desired, for she had a level head. Most girls who get through college at 20 or thereabouts have some sense—not all of them. She said: "I am only 20 and you are just a little over 21. We are pretty good friends, but there is no particular hurry about it. Suppose you go ahead two or three years and see whether you can support more than one. I will wait for you." That is

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just exactly what Mark Radford, a sensible fellow did. He went back to London, took a position in the main office of the X & Z chain of clothing stores, with branches in more than 50 different cities of the United States. They paid him about \$15 a week—some difference from the \$50 he had been taking from the Stars of Salina, but this was fifteen years ago, and today Mark Radford is sales manager of the great chain of clothing stores, having worked up through the auditing department which made him acquainted with every store manager of the big chain. His salary may not be as big as that of Babe Ruth, This Speaker or Ty Cobb, but it is big enough to give him a fine home for his wife and three children, and his wife's first name is Clara.

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COMMERCIAL DESIGNING

Herewith is shown a neat design, pleasing in color and action.



First make a very rough pencil drawing of the word "Diplomas" including scroll work. Aim for strong symmetrical lines, giving special attention to form and balance. Follow with a very carefully executed pencil drawing.

Study color values critically. The pen technique is line and stipple. For darkest parts of background make dots large and closely spaced, decreasing size of dots with more open spacing for the lighter parts of background. Use a Gillott 170 pen for the lighter tones and a Number 3 lettering pen for outlining scroll work. Observe uniform size and spacing in the lettering. Careful, painstaking work means the best results. Use Zanerian India ink.

Send us your work for criticism.

J. C. Bennett is a new commercial teacher in the Capital City Commercial College, Des Moines, Iowa.

Miss Helene Liegey, of New Britain, Conn., has accepted a position to teach in the Bridgeport, Conn., High School the coming year.

Monica Bambrick is a new commercial teacher in the High School at Melrose, Minn.

Miss Bertha Morrow has been elected to teach commercial work in the Caldwell, Kansas, High School the coming year.

A. F. Fondaw and Miss Althea Hartig are new commercial teachers in the Fairmont, W. Va., High School.

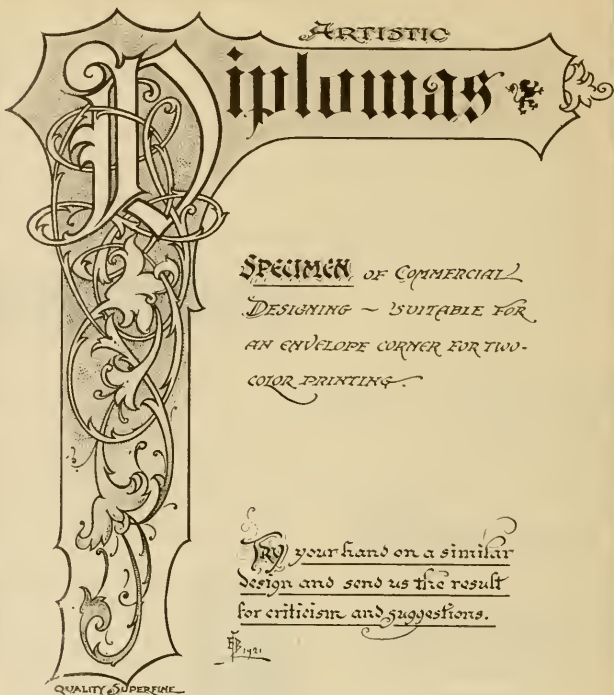
N. E. Drew has been engaged to teach commercial work in the Lyons, Kansas, High School.

Ruth A. Child, a recent graduate of Bay Path Institute, Springfield, Mass., has accepted a position to teach commercial work in the Pepperell, Mass., High School.

Emma Frances Norton, last year with the Marshall High School, Richmond, Va., has accepted a position to teach in Bridgewater, Mass., the coming year.

Catharine L. Burke, of Syracuse, N. Y., has received an appointment as commercial teacher in the White Plains, N. Y., High School.

Mr. Abram Richert is a new commercial teacher in the Kewanee, Ill., High School.



Bertha L. Helwig, of Buffalo, N. Y., is to teach commercial work in the High School at Lockport, N. Y., the coming year.

Miss Lorene Kling, of Vinton, Iowa, has been engaged to teach commercial work in the Hmampton, Iowa, High School, to begin with the new school year.

Mr. Lewis B. Clark, Miss Marjorie L. Turner, and Miss Amy L. Adams are new commercial teachers in the Montpelier, Vt., High School.

Miss Elizabeth Trautman, of Cadillac, Mich., is a new commercial teacher in the High School at Clifton, Arizona.

Miss Ada Rice, of Providence, R. I., is a new teacher in the Bookkeeping Department of the State Normal School, Indiana, Pa.

Miss Marion Howland, of West Newton, Mass., has been engaged to teach commercial work in the New Bedford, Mass., High School.

Miss Ellen F. Bergfors, last year with the New Britain, Conn., High School is a new shorthand teacher with the Amesbury, Mass., High School.

Miss Sylvia A. Griffin, last year with the Amesbury, Mass., High School, is a new shorthand teacher in the Beverly, Mass., High School.

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BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

The Science of Shorthand, by Godfrey Dewey, and **Shorthand Systems Analyzed**, compiled by David H. O'Keefe, 179 Marcy Avenue, Brooklyn, New York, 72 pages. For sale by Mr. O'Keefe.

This book contains within its covers more suggestions of interest and value to shorthand teachers and writers than we have ever before seen in such a small compass.

The Science of Shorthand is an analysis of the various features of shorthand under appropriate headings. The points considered cover the whole subject of shorthand, the following being especially interesting to the general reader: What is the field of shorthand, or rather what are the fields of shorthand, and what are the characteristics of shorthand which adapt it to the various fields? What shorthand marks are most facile? What is the relative value and facility in execution of the various abbreviating devices? What considerations affect legibility?

The analyses of a number of systems of shorthand point out both their strong points and their weak points. Whatever the system you may write you will find in this booklet some arguments in favor of that system, because almost any system has some strong points, but you must expect to find also the weaknesses of that system pointed out.

Making a High School Program, by Myron W. Richardson. Published by The World Book Company, Yonkers on The Hudson, New York. Kraft binding, 27 pages.

The book presents information that is usable in high schools everywhere. It gives great aid to the high school principal who is undertaking a difficult task of making a high school schedule. It is full of suggestions that are unusually helpful.

A Project Book in Business English, by Luella Bussey Cook. Published by Henry Holt & Company, New York.

This book is not a text book on Business English in the usual sense of the word. Its aim is not to tell the pupils something he does not already know, but rather to lead him to use his present knowledge and thus gain facility in expressing himself in clear, forceful English.

Two features of this book are especially worthy of notice. The first is the many examples of Business English. There are advertisements, articles, letters and exercises gathered from many sources. Several of the letters and exercises are the work of high school pupils and illustrate what

has been done and may be done in the class room.

The second feature is the suggestions for themes, letters and exercises. These are suggestive of work that may be done by the student in class, and at home.

The chapter headings, which give some idea of the subject matter of the book, are as follows:

1. The Business of Going to School.
2. Imagination in Business.
3. The Positive Attitude of Mind.
4. Better English for the Business Student.
5. Correspondence in Business.
6. Advertising and Salesmanship.
7. The Business Student's Reading.

The Teaching of Shorthand in Intermediate or Junior High Schools, by W. L. Mason. Part 2. Published by Isaac Pittman & Sons, New York City. Paper cover, 36 pages.

The object of this book is to present the principles of Pitman Shorthand as laid down in the Course in Isaac Pitman Shorthand, just as they may be presented to students in Junior High Schools. The explanations given for each lesson are stated in the words the teacher might use to present them to the class, with illustrations to be written on the board and practiced by the pupils. One of the most valuable features of the book is the large number of words illustrating the principles.

Personality, by Harry C. Spillman. Published by the Gregg Publishing Company, Chicago, Illinois. 206 pages. Cloth cover.

The essays comprising this volume are based on a series of addresses delivered by the author before the New York High Schools. The author's viewpoint and much of the information and data underlying these were gained by the writer in placing more than 20,000 stenographers and assistants in Greater New York.

Because of the manner in which this material first appeared, these chapters retain some of the characteristics of direct spoken address. The author has sought, however, through the medium of the questionnaire at the end of each chapter to give the book a practical character.

The results obtained will depend upon the vigor of the reader and the teacher in applying the questionnaire and in supplementing these illustrations and questions drawn from personal experience.

Law and Business, Volume 1, by Wm. H. Spencer, Assistant Professor of Business Law, School of Commerce and Administration, University of Chicago. Published by the University of Chicago Press, Chicago, Illinois. 611 pages. Cloth cover.

This is the first of a three-volume work by Mr. Spencer under the heading of Law and Business. It is intended mainly for use in schools of business and departments of political

science and political economy, as well as for private reading.

The first volume is devoted to introductory materials. In general the purpose of these introductory materials is three fold: (1) They are intended to introduce the student to the whole field of law by giving him certain jurisprudential background, a working knowledge of how rights are enforced and an appreciation of the analysis of cases; (2) They are intended to give the student an awareness of the place which law and legal institutions occupy in modern economic order; (3) But most important of all, they are intended to lay a proper foundation for the study of functional courses which are to follow.

These volumes on law and business in a series are designed to acquaint the student with the business men's problems and adjustments to the social environment.

A Shorter Course in Munson Phonography, by James E. Munson, Official Stenographer, New York Supreme Court, and the author of *The Art of Phonography*. Published by Lloyd Adams Noble, New York City, N. Y. Cloth cover, 256 pages.

The book has been especially designed as a Phonography instruction book for schools, by the use of which teachers will be able to advance their pupils with great rapidity to a practical knowledge of Phonography, without at the same time sacrificing thoroughness. All of the essentials of Phonography are presented in a condensed form. The reading and writing exercises are considerably shorter but will be found amply sufficient for class work.

Word Finder, by H. V. Coryell and Henry W. Holmes. Published by the World Book Company, Yonkers on The Hudson. Cloth cover, 150 pages.

In putting together this little book the authors have tried to meet a long felt, specific need of the elementary school child. The Word Finder aims to accomplish one thing: to enable the pupil to look up quickly the spelling of words to be used in written work. The authors hope that the book will make easier the development of a spelling conscience and the dictionary habit.

How to Think in Spanish, by Charles F. Kroch, A. M. Published by Lloyd Adams Noble, New York. Cloth cover, 278 pages.

The book is intended primarily for use as a text book in teaching students how to speak Spanish. It is stated that you cannot speak Spanish while thinking in English, and that there is only one way to speak Spanish and that is by remembering what Spaniards say in the same or similar circumstances. To accomplish this it is not necessary that you live in Spain but you must live in Spanish, and associate complete Spanish sentences with your daily actions.



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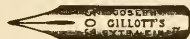
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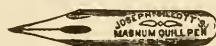
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No. 3

November, 1921

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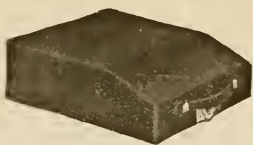
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E. P. POPEJOY.

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ZANER & BLOSER COMPANY
Penmanship Publishers Columbus, Ohio



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Another laurel has been added to the long list of victories won with Rational Typewriting.

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In the Illinois School Typewriting Contest held on September 21, Miss Rita Mann, who enrolled in Gregg School, Chicago, less than nine months ago, won first honors by writing at a net rate of 68 words per minute for fifteen minutes. Miss Rose Imburgia, Proviso Township High School, Maywood, Illinois, won first place in the High School Class Contest by writing 64 words a minute. The second place in this class was also won by a Rationally-trained writer.

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I am the originator of these cards.
Have your signature hand engraved by Montague. 100% perfection.

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COLUMBUS, OHIO



Isaac Pitman Shorthand Holds the World's Record

CLAIMS are one thing—proof is another. Here are facts that prove to anyone that the greatest percentage of **successful** shorthand writers use the system of proven success. *The one Easiest to LEARN, Easiest to WRITE and Easiest to READ.*

According to the Roster of Members of the National Shorthand Association for 1920-1921 the percentage of Pitmanic writers in court reporting is 91.4 and the remaining percentage 8.6 is divided up between writers of no less than eleven other systems.



(See the latest roster of the National Shorthand Reporters' Association as published in its "Proceedings" for 1920.)

In the contests arranged by the National Shorthand Reporters' Association for the world's championship for speed and accuracy, Nathan Behrin won the championship for the third time in succession in 1913 and created a record on these tests (200, 240 and 280 words a minute) **which has never been broken.** His percentage of accuracy was 98.3. Mr. Behrin did not take part in the 1921 contest but acted as reader and judge.

The most remarkable records ever made are held by Mr. Behrin, who in the examinations of the N. Y. State Shorthand Reporters' Association in 1920 **made only one error in the solid matter test at 240 and only three errors in the 280 words a minute court testimony test.** The tests were for five minutes each.

Another remarkable achievement made by this Isaac Pitman disciple was the **writing at 322 words a minute for two consecutive minutes with only two errors** a test given in 1919 by the same association.

*Send for Trial Lessons and Particulars of a
Free Correspondence Course for Teachers*

ISAAC PITMAN & SONS, Publishers
2 WEST 45th STREET NEW YORK

THE Business Educator

COLUMBUS, O.

VOLUME XXVII

COLUMBUS, OHIO, NOVEMBER, 1921

NUMBER III

LEARN MORE — EARN MORE

This applies to teachers as well as to students.

In securing the letters printed in the Symposium in the Professional Edition this month, on the advantage to teachers of shorthand and bookkeeping of reporting and accounting skill, we found only a few teachers who are reporters or accountants. The reason seems to be that reporters and accountants make more than teachers.

But there is a real demand for experts to teach these subjects, and the teacher who wishes to increase his earning capacity should become an expert. He will earn more, whether he wishes to teach or to practice.

If you get the Students Edition, you can have a copy of the Professional Edition for 15c. Every teacher and every prospective teacher should read this discussion.

LAST MINUTE NEWS FROM ST. LOUIS

Ralph B. Wilson, Director of Service, Babson's Statistical Organization, Wellesley Hills, Massachusetts, will make a special trip from Boston to St. Louis to address the Federation on "Training for Business on a Scientific Basis".

"Accounting as a Profession and its Scope in Secondary Schools" will be ably discussed by H. T. Scovill, Professor of Accountancy, University of Illinois.

(See announcement in Professional Edition, page 24)

Subscriptions are coming in at a fine rate. The usual number of copies of the September and October issues are being printed, but it looks now as though we would not be able to begin subscriptions with these numbers very many weeks longer. Teachers and students who wish their subscriptions to begin with the September number should send in their orders promptly.

WHEN SUBSCRIPTIONS EXPIRE

The date when your subscription expires is shown on the address printed on the wrapper. If that reads "Expire Nov. 21" this is the last copy you will receive, and you should renew at once in order to avoid missing copies.

BEFORE YOU GO

All people who are going to St. Louis Christmas week — and that should include most of the teachers who are reading this article — should write the St. Louis Chamber of Commerce for a copy of their booklet "Know St. Louis." This contains a map of the city with instructions for reaching points of interest, and much information about the interesting features of this great city.

REWARDS FOR EFFORT

Are you making the "effort" necessary to secure one of the rewards offered for good penmanship? Only two weeks till the first specimens must be in.

A tip. Probably only a few persons will try for the first prizes. That means that you have a better chance than later. If you had thought of waiting — don't. Let the other fellow wait.

For particular see "B. E. Stars" page in October.

Have you mailed your Contest Letter? Don't lose \$25 for want of hustle. Nov. 1 is the last date. See B. E. Stars page in September.

Robbins Junior High School, Trenton, N. J.

I certainly like the way Mr. Guillard presents his first ten lessons. They are very interesting and to the point. Very truly,

E. H. McGHEE.

OUR ADVERTISING SERVICE

Whenever you want to communicate with commercial teachers and commercial students throughout the United States and Canada you should advertise in the BUSINESS EDUCATOR.

Read our advertising columns this month, and you will find that persons are telling you about the following:

Pen Work, such as cards and specimens for sale.

Correspondence Instruction in Penmanship.

Positions Wanted.

Teachers of Penmanship and Commercial Subjects Wanted for Positions.

Commercial Schools for Sale.

Commercial Schools Wanted.

Besides these you will find in our advertising columns announcements of the latest and best text books on all commercial subjects.

When you have something for sale advertise it in the B. E. The cost is small, and the terms are large and certain. Write us for advertising rates.

SAYINGS OF AH-LAH-GO-WAH-LAH

Above the troubled sea rises the beautiful rainbow.

* * *

Sick mind, sick body; well mind, well body.

* * *

Pebbles weary us more than the rocks.

* * *

The blind never take a step until they have felt the ground before them.

* * *

The thinnest soap-bubbles wear the gaudiest colors.

Appearances may deceive. The fellow who most often consults the dictionary is probably the best speaker.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
HORACE G. HEALEY - - - - - Contributing Editor
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The Professional Edition contains 3 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



HELPFUL WRITING LESSONS

By RENE GUILLARD

5247 Jefferson Street, Philadelphia, Pa.
Penman, Banks Business College

YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS FOR NOVEMBER

The training of the skillful hand and the cultured mind comes about only by intelligent hard work.

Hard work, systematically applied, eventually makes one the object of admiration by the industrious and the indolent. It cultures the mind, sustains your good health and is the greatest panacea for the blues. It is only by a great amount of it that the millionaire got his millions, the great artist his art, and the wonderful mu-

sician his music. The pyramids are monuments to it. Rome was built by it, and destroyed for the want of it.

To become a good writer one must use the head as well as the hand. To become a great penman one must be a working philosopher.

In previous issues I have dwelt on the matter of time and rhythm, and I want to emphasize it again. Certainly rhythm plays an important part in our lives. Regularity of action on any subject is certain to bring results. As we walk along our steps are an even length and in rhythm. We may

increase the speed, but the rhythm is still there. Breathing is an example of rhythm, the heart action is another. The earth itself makes its rotations and revolutions in exactly a certain time as it goes on and on through the ages.

The method of execution is probably the most important thing we have to contend with in writing, and rhythmic time is one of the great essentials of the arm movement method. Rhythmic time and speed must be maintained throughout your writing lesson.

"c c c ice ice ice ice ice ice ice ice
iceman iceman iceman iceman mice
cameo canon cannon canoe common
oceanic oceanic oceanic oceanic oceanic

Lesson 21. Before going to the first exercise given in this lesson, work on the first exercise given in Lesson 8, and the first exercise in Lesson 9, of September issue.

These two exercises are very valuable in acquiring small letter work.

The small letter c is very similar to the small letter i, finishing and beginning in the same way.

The little hook at the top should be pronounced or it may be mistaken for the i.

In the word ice we have three very similar letters. Pause slightly in forming the hook on the c.

The word iceman is a combination of two words that we have already had. Use an easy arm movement. Do not draw the letters out.

The word oceanic is one of the best we have had so far. Notice that it contains six different letters.



This shows how to relax the hand before taking up the pen.

Have you written the
specimens for the
Contest

?

See B. E. STARS page for
October



21 4 14 14 14 14 14 79 79 79 79 79 79 417914

gain gag gage game gaining gammon

mining mining mining mining

A nine inning game! A nine inning

Lesson 22. The figures should not be neglected. The figures 1 and 4 rest on the base line whereas the 7 and 9 are bisected by the line. The second down stroke on the 4 is higher than the first and the horizontal stroke passes through the second down stroke. The oval part of the 9 should rest on the line. It is similar to the oval part of the small letter a.

The small g is very similar to the figure 9 we have just had. The part below the line should extend farther below the line than the last stroke of the 9. Raise the pen in going from the g to the other letters. Be sure to connect to the g after having done this.

23 M M M M M M M M M M M M M M M M

M M M M M M M M M M M M M M M M

M M M M M M M M M M M M M M M M

M M M M M M M M M M M M M M M M

Lesson 23. The exercise leading up to the M and N are very valuable movement drills. Practice diligently on these. Get all down strokes on the same slant.

I am presenting two styles of the M. The last stroke of the first crosses the line and is not intended to be connected to the small letters, while in the second instance none of the letter passes through the line.

N N N N N N N N N N N N N N N N

N N N N N N N N N N N N N N N N

Nine mean men mining in a mine

x x x mix mix mix mix mix

Lesson 24. Before practicing on the N practice on the first exercise in Lesson 23. The N begins and ends in the same manner as the M. Count 1-2-3.

The sentence given in this exercise is a favorite with most penmen. Practice faithfully on it and send a half page of it to me with this month's practice work.

The small letter x is composed of two turns and a cross stroke. This cross stroke should be started at the line and made upward.

25 U U U U U U U U U U U U U U U U

U U U U U U U U U U U U U U U U

U U U U U U U U U U U U U U U U

U U U U U U U U U U U U U U U U

Lesson 25. The exercise leading up to the U is the reverse of the one in Lesson 23. Notice the similarity between the U and the A. I am also presenting two styles of this letter. Count 1-2-3.



26 *r r r run run run run run run*
error error error error error error
roamer roamer roamer roamer roamer
Unnerve Unmoor Unicorn Unmeaning

Lesson 26. The small *r* given here is a very practical letter, and should be an easy letter to execute. In writing the words keep in mind the ease of execution. If you are not doing it easily there is something wrong.

27 *V V V V V V V V V V*
Venom Vaccine Vague Vacuum Virginia
w w w win wine wean winner warn
v v v v v v v v v v

Lesson 27. The *V* begins like the *U*. If you make a good *U* you should be able to master the *V*. The finish of it is like the last part of the small *r*. This small finish is a tiny loop. Finish it upward or it may be mistaken for the *U*.

The small letter *w* begins like the *u* and ends like the *r*. The second part of it should be more narrow than the first.

The small *v* contains two turns and a tiny loop as in the *w* and *r*. Aim to keep the turns distinct and keep the finish high.

28 *rrrrr vvvvv wwww*
rrrrr vvvvv wwww
rrrrr vvvvv wwww
rrrrr vvvvv wwww

Lesson 28. The three groups of connected letters herewith presented all have the same finish. Be sure to retrace the *r* properly so it will not resemble the *v*, and keep the *v* open so it will not be mistaken for the *r*.

29 *cccc xxxxx wvrxx*
cccc xxxxx wvrxx
cccc xxxxx wvrxx
cccc xxxxx wvrxx

Lesson 29. We have here again group exercises. Do not use jerky motions but maintain an easy flowing movement. Criticise the movement you are using. If the movement is easy your writing will improve. Your writing is the picture of your movement.

³⁰ O.C.A. O.C.A. O.C.A. O.C.A. O.C.A.
 mix maxim axiom maximum
 j j j j jam join joiner jane
 jar jug juror junior jacent jargon

Lesson 30. Your first exercise is a combination of three capital letters, O, C, A. See with what ease you can make them.

The small j begins like the letter i and ends with a loop below the line. Make the loop short.

SEND ME YOUR BEST WORK AND I WILL CRITICIZE IT CAREFULLY.

A. L. Miller H. A. Hillger C. F. Denison
 W. A. Baird S. E. Bartow H. R. Via
 E. W. Blaser E. Riddle E. H. Allman
 J. C. Karlene L. A. Golden J. Griffith

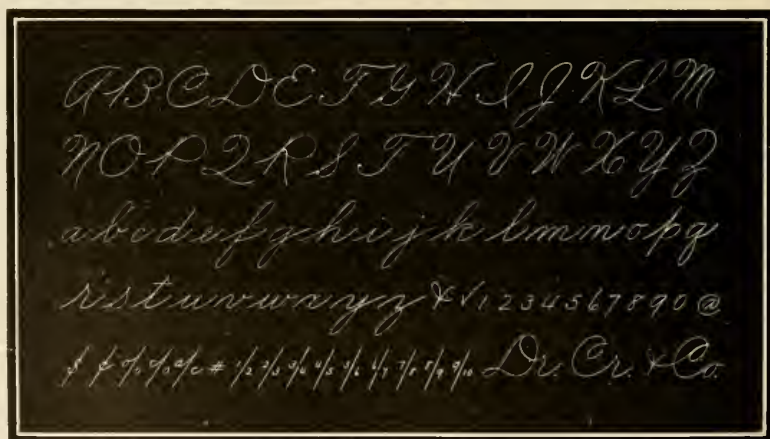
Practical signature combinations by John S. Griffith, Englewood Business College, Chicago, Ill.

A B C b D E F F G G H N
 I I J K L M N O P Q R S
 T U V W X Y Z Z

Build thee more stately mansions,
 O my soul,
 As the swift seasons roll!
 Leave thy low-vaulted past!
 Let each new temple nobler
 Than the last,
 Shut thee from heaven with a
 dome more vast,
 Till thou at length art free
 Leaving thine out-grown shell
 By life's unresting sea!

Anna M. Entee
 June, 12, '16.

Poetry worth learning in script with copying. Study the arrangement of lines as well as the forms of letters.





Binghamton, N.Y.
Nov. 30, 1914.

Friends Lancer & Blosser:

In this you have a specimen of my rapid writing as I use it every day. It is not very accurate but I believe it combines all the essentials of good business writing.

Very sincerely,

C. B. Stoudt

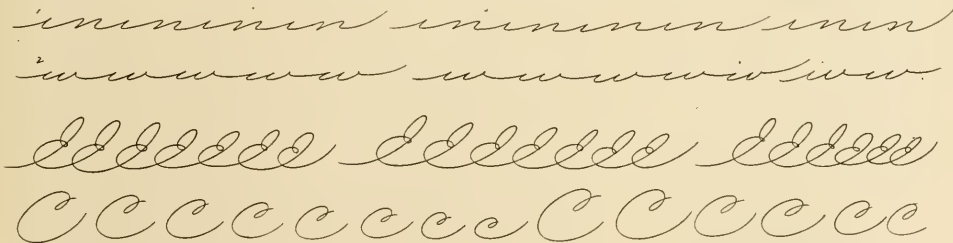
We agree with Mr. Stoudt. Don't you?



Favorite Lessons of Famous Teachers

No. 1

By John S. Griffith, Englewood Business College, Chicago, Ill.



It is my firm belief that many of the finger writers are developed the last few minutes of a writing period. I endeavor to teach an arm movement style of writing—free if I can of finger movement. I have found that the use of a good brisk, speedy exercise before the end of the period (about the last ten minutes) will help to get the student back to arm movement.

I use such exercises as I have found suitable and not wasteful. I avoid too much of the compact, push and pull, etc., and employ exercises which are really form, speed and movement builders. Drills to cut down the size of a letter such as the E and C exercises are good drills and will always help one to control his movement. Exercises such as the "ininin" and "www" are splendid freedom drills.

I do not believe it is necessary to give the count. Just remember to give these exercises with plenty of life. As a rule I write the drills on the board using a fast count while writing and ask the students to observe the board work. Too many teachers let the class spirit die out the last few minutes, and when such is the condition they undo the results of their class work. A class the entire period is my idea.

There was once a lad who made many blots whenever he wrote with pen and ink. His desk was always decorated with blotches his books and papers were likewise illuminated. His fingers usually bore evidence of his having had his pen in hand. He was a lazy, careless fellow.

One day he happened to notice that every time he jerked his pen out of the ink well a large gob of ink slung precariously to it. This superfluous ink upon the least provocation, would fall off the pen and form a blot. The chap experimented with this phenomenon by dipping his pen again and again. He soon discovered that, however deep he dipped the pen into the ink, if he withdrew it slowly, only a thin, even coating of fluid remained upon it. His withdrawing the pen slowly gave the unnecessary ink time to flow off into the ink well. The blotmaking gob no longer remained.

He soon acquired the correct habit of pen dipping—inserting the pen deep into the ink and then withdrawing it slowly. Nor has he made a blot since then unto this day.

L. D. Grisct



Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

TRAINING FOR REPORTING

When the editor invited shorthand reporters who are also teachers to contribute to a discussion of the value to the teacher of shorthand of reporting skill we did not foresee where the discussion would lead. We had in mind the point of view taken by several of our contributors this month that reporting skill is an advantage to the teacher because it enables him to better train his students to write shorthand accurately and also because of the prestige such skill will give his school.

Now comes Mr. Marshall saying that reporting skill is not only unnecessary for the ordinary teacher of shorthand, but is impracticable. Read his whole article.

It is likely that all publishers of shorthand and many writers of shorthand will disagree with the conclusions reached by Mr. Marshall. At the same time his points are thought-provoking and worthy of serious consideration. If we have been trying to train reporters by the methods that are adapted only to training commercial stenographers, and on the other hand, trying to train commercial stenographers in a style of shorthand better adapted to reporting, we have been doing the students of both classes of shorthand an injustice. It appears to us that there is probably much truth in this point of view. It is not so much a question of systems of shorthand as it is of styles of shorthand. Practically every shorthand text-book has principles and outlines which apply only to small classes of words, and which only a very few commercial stenographers ever learn to use.

The suggestion that shorthand reporting is a profession which should be placed on a par with law, medicine and accounting, and prepared for in a regular course in a university, is well worth considering. We must remember that shorthand skill is only a part of the requirement. There are many points in connection with reporting, especially court reporting, that must be known by the beginner. There is no reason why these cannot be taught in a university course, instead of leaving them to be learned by experience.

Then there is the need for shorthand skill, which, while it is not the only element in shorthand reporting, is perhaps the most important. There can be no question but that a well-planned course beginning with shorthand penmanship and leading up to the elements that enter into the very swiftest styles of writing would be much more successful in training rapid writers than the usual bit and

miss training received by most reporters.

There is probably a difference in the methods that should be used in training reporters from the methods that are used in training commercial stenographers. Shorthand penmanship is more important for the very rapid writer than it is for the slow writer.

The stumbling block that rises in the way is the conflict between publishers and advocates of different styles of shorthand. It is manifest that the reporting course in the university would probably teach only one style of shorthand, and whichever style is chosen the advocates of the styles rejected can hardly be expected to be enthusiastic over the course.

Perhaps the solution will be two courses in two different universities teaching two different styles of shorthand. Then we may expect to see good results with both, and the final issue to be determined by the merits of the shorthand taught.

As to the value of such a course, there can be no question. As civilization becomes more complex the need for shorthand reporters may be expected to increase. We hope that such a course will be given in the near future. Whether it shall continue or whether the style of shorthand shall be changed will depend upon the results secured.

MEANDERING

(Continued from page 18)

ever been a gloomy hopeless place for any man who allows his mind to dwell only in its caves and canons. The best way to meet these gloom-peddlers is to match every cloud they conjure up with a patch of sunshine. If they wag their heads dolefully over the slums and crime of darkest New York or Chicago, tell them about the thousand-mile stretches of clean beautiful country all the way from the Ohio to the upper Missouri, with its millions of prosperous farms and pleasant villages full of jolly kindly folks, where there are no slums and practically no crime, where schools and churches flourish, where there are corn-raising and chicken and pig-raising contests, and home-coming weeks, and country fairs, and all sorts of other fun. And even in the big cities there are a lot of good things going on if we only look for them. There are parks and playgrounds for the children, great libraries with hundreds of branches where the poorest man or woman can find for the asking all the good books that have ever been printed, or find in quiet beautiful reading-rooms all the current newspapers and magazines with their store

of news and knowledge and culture—all as free as the air. There are free hospitals and clinics for the suffering poor and vast museums and art galleries, filled with the wonders of science and Nature, or the greatest works of the world's great painters and sculptors.

Just think of these things when Bolshevistic agitators and other soured social misanthropes tell you that a cruel, wretched, good-for-nothing world this is.

Keep your face to the sunlight.

ATTENDANCE

"We have a larger school than we had prepared for," writes an Eastern school.

"Our attendance is a little smaller than last year" is the report of an Ohio school. Another school in another Ohio city reports every seat filled.

"Our attendance is 40% less than last year," is the report from one school.

"We have twice as many students as we had expected," writes a school in the middle west.

In general, schools report a large, though not a record-breaking attendance.

THE TEACHER'S CORNER

The Three Great Problems

The teacher is constantly facing three vital problems, and unless there is daily self-examination one or more of these will surely be neglected. These problems are:

- Proficiency in the subject.
- Skill in use of proper method.
- Understanding of the learning process.

Experience in the educational field gives assurance that it is quite safe to assume that anyone who offers his services as an instructor is qualified in his subject.

However, unless there is evidence on every hand that the teacher is a student as well as a master of his specialty, thus utilizing that indispensable professional virtue, the power of growth, there is no guarantee of continued or increased proficiency.

The teacher of accounting, for example, who ceases to keep step with the development of this science is hopelessly lost in a year or two.

Skill in use of method will be discussed next month.

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MENTAL MEANDERINGS

By CARL MARSHALL
Alhambra, California

Sampling the Original Jazz

I suppose not many EDUCATOR readers have been far enough afield to see a real dyed-in-the-wool (and painted in the skin) Indian pow-wow. Indeed, it is only in the most out-of-the-way nooks and corners of the country that they can be seen, and then not often. As I happen to be in one of these out-of-the-way nooks just now, and as I had the privilege of being present at one of these functions the other night, I am going to try to give you a sort of thumb-nail sketch of it.



The Indians of northern California and Oregon have long been noted for their savagely weird and picturesque dances. Of these, there are several kinds, all more or less mystic in their motif. The one I saw is known as the "Ma-lih", or Brush Dance. It seems to have been originally instituted as an effective means of counteracting the malign machinations of O-mah, the Evil One. The incantation was originally invoked when a child became so seriously ill that the simpler methods of the "Sweet house", or hospital of the rancheria failed to effect a cure. In later times, however, the ceremonial has degenerated into a sort of sporting event, and the presence of the sick child is but a fiction and introduced merely to preserve the traditional unities.

For more moons than are covered by the Indian calendar, the ancient village of Weitchpec at junction of the Klamath and Trinity rivers ("Weitchpec," pronounced, witch-peck, means "meeting of the waters") has been the favored site for the brush dance, and when one is announced, a glow of expectant interest warms every Indian breast up and down the rivers for fifty miles.

Elaborate preparations are made for the dance, both as to setting and costuming. The dancing is done at night in a pit five or six feet deep and some twenty feet in diameter. A fire is built in the center of the pit, and near it a small fir tree is planted. On one side of this sits the oldest and most potent woman doctor of the tribe. (The Indian doctors of the Klamath tribes are generally women.) On the other side of the pole sits the mother with the sick baby. During two nights the dancing is rather tame, and is participated in by the crowd generally, and without much display in the matter of dress. But the culmination, or "big dance" is staged just at daybreak at the end of the third night. At this time rival teams of expert dancers from the different

rancherias, or neighborhoods, decked out in all the gaudy finery they possess, compete for the final honors in the matter of harmonious wailing, gaudy costumes, consistent dancing and endurance. Each team dances for about twenty minutes, and then gives way to another. The dancers stand bent over, and crowding shoulder to shoulder circle around, stamping heavily in unison, and chanting steadily a weird, syncopated strain in an intensely minor key, which sounds like, "Oo-ai ee oo ah-ai ee-oh, oo, ai," and so on, interrupted rhythmically with a sort of heavy groan or grunt, that suggests the striking of a big muffled drum with a mop. In wild weird savage intonation, this song of the Brush Dance is near the limit. And the costumes are hardly less weirdly impressive. Each dancer carries in front of him a big bunch of long switches, held in a fur pouch and decorated with bead work, etc., and projecting from his head-gear like horns are two rods to which are attached bunches of red and white feathers or other finery.

The walls of the dancing pit slope back forming a sort of amphitheatre around which are packed a horde of Indian on-lookers, a parti-colored assemblage dressed in gayest attire and huddled together like some vast flock of tropical birds. Crouching almost among the glowing embers sits the wizened old squaw, potent with her "big medicine," and at her side a good-looking woman holding in her lap the imperturbable baby, whose pudgy cheeks and rounded limbs gave pleasant evidence that the tot was in no immediate danger from the evil influence of the O-mah. This mischievous personage was supposed to be driven from the baby's body by the combined merits of the dance and the old squaw's "medicine," and make his getaway by means of the little fir tree. Altogether, this scene in the mingled light of the early dawn and the lurid flare of dying fire down in the dancing pit, was worthy the brush of a Munkacsey.

But the dramatic unities were somewhat marred by the circumstance that most of the dancers were unprovided with the regulation old-time Indian costume of leggings and blankets of deer skin, but appeared in their best store clothes, including, perhaps, striped shirts, red ties, white collars and sport hats. The few real old-time Indians who looked on must have been a bit disgusted with this marring of the ancient mystic performance by the modern gewgaws of the white man.

The dance closed shortly after sunrise, and soon all the finery disappeared and the dancers were assembling in groups for their favorite diversion, ahl shue-pach, or "Indian

cards," a weird game of chance played with bunches of sticks, and in which if the luck is against them, they will fairly bet the shirts off their backs.

Wanted—More Sunshine The Caves of Gloom appear to be working overtime these

days, and their output of malarious fogs and shadows are beginning to send shivers along the spines of certain timorous folk whose spirits are usually normal. The world has always been more or less afflicted with a certain type of killjoy person with a lantern jaw and a bilious complexion and the sort of stomach that accounts for both. These people have been pouring out their grouches and their gloom, and their lack of faith in humanity and the world clear back to the days of Job and Jeremiah. But, as a rule, the plain work-a-day people of the world have not troubled themselves much over the groanings of the gloom-dispensers, and, no matter how bad the times, have gone on living and laughing and working and loving, quite regardless of the pessimistic ravens and their croaking.

But just now the calamity dealer finds that his business shows signs of picking up. He can look out upon the World's front and back yard and discover a good many unsightly spots and more or less noxious rubbish that has been left around by the careless care-takers. He can also support his main contention that the world is going to the demnition howwows by citing the crime waves that are sweeping over America and other lands, the smoldering wars that still linger in Europe, the general ball-up in the world's commerce and industry, the widespread unemployment of labor and other untoward and depressing signs too numerous to mention.

But people who find themselves growing heart sick and shuddery over the calamity-person's array of world troubles, would do well to remember that many times before, if we can credit the historians, the world has been afflicted with all these troubles, as well as many other worse ones that it has now outgrown. If you doubt this, get hold of some standard history and read up on what was happening in Germany and England and France and Italy and Spain from eight hundred to a thousand years ago, or even many centuries later. Read Buckle or Gibbon or Hume or Froude and ask yourself how you would like to have been a common man in the days of Nero or Charlemagne or Richard Coeur de Leon or Henry the Eighth. You will probably decide that this world is a whole lot better place to live in than it has been at any time in the past.

If a man believes in either religion or evolution, he will have faith that the rise and development of the human soul and intellect are very far from being finished. In the presence of this mighty truth, the petty troubles of our times are like wind-blown spume on the bosom of the sea. The world has

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Department of

PUBLIC SCHOOL WRITING

OUTLINES AND SUGGESTIONS FOR TEACHERS AND SUPERVISORS

By H. A. Roush, Wilmington, Del., High School

This series will continue through the year, and will cover the work in all grades. Mr. Roush is a skillful penman and an experienced teacher of penmanship. His suggestions for teaching penmanship will, we are sure, be of interest to supervisors and teachers everywhere.

FOURTH GRADE WRITING

Zaner Manual No. 4. Pen and ink. Paper, $\frac{3}{8}$ inch ruling. Pen wiper and blotter.

Teachers should be familiar with Manuals 3 and 5.

Insist on good position and movement. Writing should be plain and free.

Follow weekly outline in Manual. Give work on Drill Plates as called for, also exercises on page 15.

Are your students interested in Penmanship? Do they take correct position and use good movement in all pen written work?

See that arms rest on the desk near the elbow. Sleeve on forearm should be loose.

Keep wrist from touching. Pen should point between elbow and shoulder. Hand must not touch on side. See that hand glides freely on last two fingers.

Give your pupils a copy at the board worthy of imitation.

Learn to criticize by suggestion rather than by fault finding. Show your pupils what progress they are making by comparison of their monthly specimens and daily work.

Keep writing fairly large. Refer to Manual for size.

About 1 minute of dry pen practice at the beginning of the lesson will be found helpful.

FIFTH GRADE WRITING

Zaner Manual No. 5. Paper with $\frac{3}{8}$ inch ruling. Pen and ink.

Teachers should be familiar with Manuals 4 and 6.

Turn paper as shown by illustrations on page 6 of the Manual. Shift elbow and paper according to instructions.

In this year a fine co-ordination of form and movement should be developed. The fifth and sixth years may be called technical years.

The minimum and capital letters are on a 1 to 3 basis. Paper ruled $\frac{3}{8}$ inch wide is divided into three and sometimes into four spaces; minimum letters occupying one space and capital letters three spaces.

Remind and exact regarding position. Back straight at the waist—a rainbow looks beautiful in the heavens, but not down a boy's back. Refer to Manual for details regarding Study and Writing Positions.

Give cross-practice exercises occasionally as it develops the habit of writing straight across the page without a ruled line, and also economizes the paper.

Consult Manual for weekly outline, count, rate of speed, etc.

Allow pupils to write. Do not waste time by too much stopping to give instructions.

Do not make the mistake of over-direction. Give your instructions briefly and to the point, then look after the individuals quietly while the rest of the pupils practice.

See that all writing is done with the arm instead of the fingers.

Exact good form and movement. Size should be uniform and is governed by the minimum letters. Long letters determine slant. Width of

loops must agree with other letters. Teach correct spacing in letters, between letters in a word, and between words and sentences. Observe proper indentation of paragraphs and margins. Quality of line should be good. Fifteen words a minute is a good rate of speed to practice.

Give a sentence for the last lesson each week as listed below:

Fifth Week. Onward and upward for excellence.

Sixth Week. Our thoughts form our character.

Seventh Week. Arrange your writing carefully.

Eighth Week. Always do your best writing.

Ninth Week. Ceaseless striving brings results.

Tenth Week. Can you use the arm movement?

Eleventh Week. Expert penmen are made; not born.

Twelfth Week. Expect progress; then work to make it.

Thirteenth Week. Daily practice will bring results.

Fourteenth Week. Develop the arm movement now.

Fifteenth Week. Practice faithfully and carefully.

Sixteenth Week. Penmen mix their ink with brains.

Seventeenth Week. Push and pull will bring success.

Eighteenth Week. Put vim into your daily practice.

Nineteenth Week. Better writing means better pay.

Twentieth Week. Be a worker—not a shirker—and win.

Twenty-first Week. Rolling muscular movement is best.

Twenty-second Week. Remember to keep the margins even.

Twenty-third Week. Eleven letters begin the same way.

Twenty-fourth Week. "Rest fingers," slide like skates on ice.

Twenty-fifth Week. Kinky lines show kinky movements.

From now on sentences will be found in Manual.

Thirty-fourth Week. Have pupils practice their signatures and those of the other members of the class. Show them (especially the boys) how to join their initials to make a good business signature. Have all pupils practice one signature at a time from your blackboard copy.

Thirty-fifth Week. Review fifth week.

Thirty-sixth Week. Review sixth week.

Thirty-seventh Week. Review seventh week.

Thirty-eighth Week. Review eighth week.

Thirty-ninth Week. Review ninth week.

Fortieth Week. Review tenth week.

Forty-first Week. Review eleventh week.

Forty-second Week. Review twelfth week.

Forty-third Week. Review thirteenth week.

Forty-fourth Week. Review fourteenth week.

Forty-fifth Week. Review fifteenth week.

Forty-sixth Week. Review sixteenth week.

Forty-seventh Week. Review seventeenth week.

Forty-eighth Week. Review eighteenth week.

Forty-ninth Week. Review nineteenth week.

Fiftieth Week. Review twentieth week.

GENERAL SUGGESTIONS IN WRITING

18. Movement drills in the form of wheels and other designs should be encouraged in the upper grades. Permit the use of red ink in this work and encourage originality of design.

19. Writing is a right handed art. Convince the left handed pupil that he ought to change and secure the co-operation of his parents. Give him sympathy and encouragement. This change should be made when he first enters school. Blackboard practice is helpful in any grade. When the left hand must be used, turn the paper so the blue lines run parallel to an imaginary line extending from the lower right hand corner to the upper left hand corner of the desk. The down strokes must be made toward the left side of the desk. Now train the left hand to the same slant, movement, etc., as you ordinarily would require

of the right hand. Very few pupils must use their left hand for writing.

20. A display of work done, showing first specimens and present skill, encourage all pupils.

21. Strive for graceful forms and rhythmic motion. Accuracy will come.

22. Perception must precede performance. Teach your pupils to become critics of good writing. Let your blackboard copy be worthy of imitation. Read what your Manual says about blackboard writing.

23. The same forms of letters must be taught and used by both teachers and pupils in all written work, both at the board and the desk.

If teachers are teaching the Zaner Method Alphabet, they should learn it and use it.

T. W. Wauchope, of the Albany Business College, sent us the subscriptions of five teachers in that school. Mr. Wauchope writes: "I thought best to get our teachers enthusiastic so that they can assist in arousing our students." Mr. B. C. Bacon, a student in the Zanerian Summer School this summer, is also a teacher in the Albany Business College, and he and Mr. Wauchope expect to stir things up along the line of penmanship this year.



Should Teachers Be Reporters?

A Discussion by Teachers

A REPORTER FOR TWENTY YEARS

During the last twenty years I have done a considerable amount of shorthand reporting. This was such work as assisting the local court stenographer in emergencies and reporting sermons, lectures, banquets and political speeches.

One incident will show the value of such work to the teacher. I remember one student who could not see any reason for improving his shorthand penmanship. He had the idea that so long as he could read his notes fairly well it made no difference how poorly they were written.

One evening when I was reporting a political speech by W. J. Bryan the young man was in the audience. The next day in school he expressed a desire to see my shorthand notes of the speech. The fact that the reporting notes were neat and accurate impressed him very much. That was the turning point in his work as a student of shorthand. From that time he settled down to do hard work in shorthand penmanship.

My advanced students are always keenly interested in my reporting notes. I bring these into the class room and often dictate to the class from the notes. The lessons they learn from going over the note book and seeing the notes fresh from the pen are more impressive than anything I can say to them in the ordinary course of teaching.

This reporting work pays well for the time spent at it and adds very much to the prestige of the teacher and of the school with which he is connected.

J. E. Fuller,

Goldsey College, Wilmington, Del.

THE VALUE OF SHORTHAND WRITING SKILL TO A TEACHER

If a teacher knows his shorthand system and is teaching it every day, how is it possible for him not to have the ability to write 100 words a minute? When it comes to a speed of over 100 words a minute then dexterity is an element, but no special training of the hand is necessary to write 100 words a minute. A teacher having ready and accurate knowledge of what to write ought to be able to write 100 words a minute, and if she can't I do not see how she can have a ready or accurate knowledge of the system she teaches. If she does not have such a knowledge of the shorthand system she teaches, in my opinion she is unnecessarily limiting her possibilities and those of her students.

Is there anything a teacher can do that will so impress her ability upon

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REPORTING SKILL FOR THE SHORTHAND TEACHER

Reporting skill by all means — for the teacher who undertakes to develop skill in his pupils. Reporting skill is absolutely unnecessary and impracticable, however, for the amanuensis shorthand teacher.

In the first place, practically no one who is able to do the work of the shorthand reporter is willing to teach amanuensis shorthand, or ever has been. In the second place, although there is an amanuensis teacher here and there who is pleased to call himself a reporter, inquiry usually shows that he is not a reporter in any true sense. The fact is, the emoluments of the capable reporter are so much greater than those of the teacher of amanuensis shorthand as to render the dual occupation of reporter and teacher a very rare, if not an entirely hypothetical one.

The 1921 convention of the National Shorthand Reporters' Association, in a session replete with earnestness, enthusiasm, and professional spirit, took steps to inaugurate, with the aid of the Rockefeller Foundation, a university chair of shorthand reporting. The convention gave its hearty approval to the four years' course of shorthand reporting training, and to the complete separation of the amanuensis and the reporting fields, as to authorship, pedagogy, and training, and to the broad policy of systematically bringing the advantages of shorthand reporting as a profession to young men of the profession type, the type that chooses a profession deliberately and prepares for it adequately — instead of the clerical type, the type that goes to business college instead of to the high school, and eventually drifts from the business office to the reporter's table as a matter of expediency rather than real choice of profession.

There is still another reason why I believe that the suggestion of "reporting skill for the amanuensis teacher" is an impracticable one, and that is that the kind of shorthand used for reporting is radically different from the kind used in the business office and taught in the amanuensis school — that is, if I may fittingly characterize as the typical amanuensis shorthand the shorthand that is now taught in about eighty-five per cent. of the commercial schools of the country — namely, non-Pitmanic shorthand. Be the reason what it may — and I believe it is a good reason — non-Pitmanic shorthand is well nigh eliminating Pitmanic shorthand from the commercial school and the business office. The changed conditions that have

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HOW TO PREPARE

In answer to the question, "How did you prepare yourself to be a shorthand reporter?", the answer is, first: I mastered thoroughly all the principles of the system which I studied so that I could apply them without any hesitation in the writing of any work in the English vocabulary.

Second: I entered on a systematic practice in speed writing, taking care at the same time to standardize my writing and establish a certain legibility of outline which would enable me to readily decipher my notes. This practice was of a diversified nature, covering an extended range of subjects. Realizing the necessity of short cuts and phrases as an aid to speed I worked out and developed a plan by which I would be governed in making instantaneous phrases and short cuts. I employ these in my work and obtain very gratifying results.

In answer to the question, "Do you find that this reporting skill has been profitable to you both from the standpoint of money earned by reporting and from increased income from your school?", the answer is yes. There is always a demand for professional shorthand reporters and the compensation received for this skilled work is far in excess of what could be earned simply as an office stenographer. As an office stenographer the highest salary I have earned was \$1800 a year. Since engaged in professional shorthand reporting I have had engagements for which I received fees as high as \$100 a day — reporting a convention for 31 days. Increased income from the school is derived from the fact that because of the better results which the students get by receiving instruction from a practical reporter than from a mere theoretical teacher, the school obtains a high reputation and consequently draws a larger number of students who are willing to pay even a larger fee for instruction, believing that they will turn out to be better shorthand writers than if they were taught by persons less skilled and experienced. I take advantage of my shorthand skill to demonstrate to students the possibilities of shorthand and make the subject so interesting that they are inspired to pursue their studies with an unusual amount of diligence and aspire to be as expert as their teacher.

I. Newton Braithwaite,

Shorthand Reporter.

Principal Braithwaite Shorthand School, 2376 Seventh Ave., New York City.

SHORTHAND TEACHING AND SHORTHAND REPORTING

In how far is it necessary for the teacher to be a reporter? At the outset let me say, I believe the expert reporter should make the best shorthand teacher, and that the best shorthand teacher should make an excellent reporter. I remember a conversation a few months' ago, with a leading

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Can Teachers Be Accountants?

A Discussion by Teachers

ADVANTAGES OF ACCOUNTING EXPERIENCE

George Bernard Shaw, the famous Irish dramatist, once made the remark that "Those who can, do; those who can't, teach." Such a remark need not be taken seriously, but rather it may be regarded as an example of Shaw's caustic wit. Nevertheless, it should occasion some serious reflection among teachers. While one likes to believe that every teacher of the commercial branches can "do" as well as teach, yet it is probably true that the majority of teachers have never "done"; or, in other words, have never tested their ability to do the very things they undertake to teach others to do.

We all admire a person who, in a moral and spiritual sense "practices what he preaches." Likewise, the teacher who has practiced what he is teaching more readily commands the respect and confidence of his pupils, and the teacher of commercial branches in particular is likely to be judged by both his pupils and the public at large by the actual experience he has had in some specific line of business or of office work.

During the finishing stages of a bookkeeper's or stenographer's training, the teacher who has learned by doing, who—from his own experience—understands the routine affairs of the business office and the methods and standards of work that prevail therein, can render an invaluable service to the young man or woman who is being prepared to take an office position. After all, the textbook knowledge and the training in tech-

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ACCOUNTING DEPARTMENT IN BUSINESS COLLEGE

I held a C. P. A. certificate before I purchased an interest in the Springfield Business College. Here my services were in constant demand. I found a great deal of detail work that could just as well be done by students, thereby, giving them valuable experience and at the same time permitting me to give my attention to new business and keeping a careful check on the students' work. It occurred to me that a department could be made a real asset to the institution and at the same time train the really ambitious young men for higher accounting work. Only those who have great determination will stay with it, as it requires a great deal of study and earnest effort.

We have no trouble in finding work to do. I presume this is due, however, to the experience I have had in auditing, systematizing, production cost

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THE COMMERCIAL TEACHER AND PUBLIC ACCOUNTING

The writer has knowledge of a number of bookkeeping teachers who, after several years' experience in teaching, felt that they were equipped for public accounting. In one case the results were mediocre, and the others were abject failures. A proper start wins half the battle. Technical Training means more than experience at the beginning, although it is only through experience of the right kind that the highest attainments may be realized. It would seem, therefore, that the first requirement of the commercial teacher, who desires to get into the accounting field, is that he "find himself". That is, he should make an effort to learn what he actually does know about the game. He may have an exaggerated opinion of his ability as an accountant and if so, it is well that he finds this out before he attempts to sell his services to the business man.

As to the means of securing the proper training, the average commercial teacher may consider that he has the foundation, and that what he needs most of all is a study of audit procedure, methods of reporting, account analysis, tax law, cost accounting, mathematics of accountancy and

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ACCOUNTANCY FOR TEACHERS

The teacher of accounting is looked upon as an authority. He is supposed to be familiar with modern accounting practice as well as accounting principles. He should have a reserve knowledge of principles and practice beyond that actually called for in the course of study offered. He is often consulted by business men in the community with regard to income tax returns, audits, accounting systems, partnership adjustments, consolidations, etc. If called upon to do so, he should be able to install an accounting system; he should be able to change a single entry set of books to double entry; he should be able to make an audit of the books and prepare statements exhibiting the financial condition of the firm; he should

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HOW THEY DID IT

The following questions were sent out to a few accountants and teachers, and at the time of going to press replies had been received as follows:

"What special courses in accounting do you take in order to prepare yourself to do public accounting?"

"A brief course at the University of Illinois, followed by several years of self-training while em-

ployed in the office of a C. P. A. firm in Chicago for five years."
Hiram T. Scovill, Professor of Accounting, University of Illinois, Urbana, Ill.

"B. A. and M. A. from Iowa Christian College, Ph. D. from Leipzig, B. C. S. from New York University, with some graduate work for the degrees M. C. S. and D. C. S. Am also a graduate of Pace & Pace Institute of Accounting." — Ralph H. Wright, Bookkeeping Department, Newark Junior College, Newark, N. J.

"My first special course in accounting was a correspondence course which took the greater part of my spare time during the years 1906 to 1908. At that time I was attempting to teach all the commercial branches except shorthand and typewriting in a private business school. This correspondence course covered accounting theory, accounting problems, auditing, cost accounting, and commercial law. The work which I was obliged to do in studying out the answers to the theoretical questions and the practical problems resulted in my getting together a library of half a dozen volumes which comprised most of the good books on accounting that were available at that time.

"In 1910 I came to the High School of Commerce in Boston as an instructor in bookkeeping, and soon after that I registered for the evening courses in accounting and business administration in the newly organized School of Commerce and Finance of the Boston Y. M. C. A. I completed their course and received my degree in 1914.

"I have no other special courses to my credit. Whatever additional knowledge I possess has been acquired through reading and study in accounting and administrative subjects." — Charles F. Rittenhouse, C. P. A., Charles F. Rittenhouse & Co., Boston and New York. Head of Accounting Department, Boston University.

"Have you found the work profitable both from your fees for accounting and by increasing your salary as a teacher?"

"Of course I have profited by my experience."—Hiram T. Scovill.

"Yes—very. I have a large accounting practice. I lecture for Pace & Pace, and am head of Department Newark Junior College."—Ralph H. Wright.

"I have been moderately successful in building up a relatively small but interesting accounting practice in Boston and New York. I feel that the long hours which I have given to the study of accounting have had much to do with whatever success I have had in teaching."—Charles F. Rittenhouse.



VALUE OF SHORTHAND WRITING SKILL

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an employer or upon a student body as the ability to demonstrate what she teaches? If that be the case, I should think teachers generally would seize the opportunity so to prepare themselves that they can write at least 125 words a minute. It would be a means of procuring a position where arguments might fail. It would be a means of getting the confidence of the students where all else might fail.

Another valuable feature of the teacher's ability to demonstrate what she teaches is that the students can visualize from seeing fast writing just the movements and style of writing that are common to rapid writing. We learn much more quickly through the eye than through the ear. Therefore let the teacher prepare herself to demonstrate to her students at least a fair rate of speed so that they may be able to acquire skill much more quickly through the application of intelligent methods and through the inspiration that naturally results in such demonstration.

So for prestige in the community, for the fact that it helps to get a remunerative position, for the fact that you get student confidence, and for its own sake, I believe in and recommend that teachers should be able to write at least 125 words a minute and read it back accurately and readily. I make this suggestion, having once been a teacher and having at the time I was actively and continuously engaged in teaching the ability to write more than 125 words a minute.

As a final suggestion in this short article on the subject, I do not believe any one understands the problem in skillful writing who herself cannot write rapidly. How can you teach what you do not know? Perhaps there are some few people in the world who can teach what they do not know and if, for the sake of argument we concede that, I think it is dangerous for us ordinary mortals to try it. First, we must know, and second, we must have the ability to impart.

Frederick H. Gurtler,
Shorthand Reporter, Chicago, Ill.

REPORTING SKILL FOR THE SHORTHAND TEACHER

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thus come about are drawing a sharper and sharper line of demarcation between the reporting field and the amanuensis field, between reporting shorthand and amanuensis shorthand, between reporting pedagogy and amanuensis pedagogy.

In conclusion, let me endeavor to answer categorically the three questions propounded:

First, "How can reporting skill be attained?" After a year or two hence, I hope, by enrollment in a new shorthand reporting course in one of the leading universities. At present, by enrollment in the Robert F. Rose Ex-

pert Reporting School of Washington, in the private reporting class of Willard B. Bottom, of New York City, or in the private reporting class of Clyde H. Marshall, of Brooklyn.

Second, "How can the teacher find reporting to do after he is competent?" By presenting himself at almost any metropolitan shorthand reporting office. Never in the history of the reporting profession has there been so serious a shortage of competent reporters as at present, and never has there been so golden an opportunity for one who is really fit to enter the reporting profession.

Third, "What are the advantages to the shorthand teacher of the ability to do actual reporting?" To the trainer of shorthand reporters, everything; to the amanuensis teacher, nil.

Clyde H. Marshall,
Official Reporter, New York Supreme Court, Brooklyn.

SHORTHAND TEACHING AND SHORTHAND REPORTING

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business college man in which he told me that he had learned a certain well-known system of shorthand sufficiently well to teach it in three weeks. I am going to pass this without comment except to say that I would not care to take his course, nor would I recommend it to others. I was talking with the president of one of our leading accounting schools but a short time ago. I asked him how long it took to finish his course. He said the subject matter could be covered in a very few weeks, but accountancy was a subject that needed to "soak in," and before a student could be a finished accountant or an expert teacher of accountancy, he must study seriously and slowly, and in addition do much practical work to attain his goal. I would say, the expert teacher of shorthand should have the seasoned intelligence which comes not only from long and arduous study on theory, but from the din and strife coincident with the courtroom and the verbatim hall.

I know of no better instructions for the attainment of high speed so necessary to reporting skill than those given in the excellent paper presented by Mr. Percy E. Budlong at the recent meeting of the National Shorthand Reporters' Association on "How to Achieve Speed in Shorthand." He says:

"1. Master the principles, reviewing them extensively if necessary.

"2. Memorize a reasonable number of standard forms, including common words written in full, word-signs, and useful phrases.

"3. Write new matter two or three times slowly, and then about ten times at top speed.

"4. Read everything you write.

"5. Cultivate a steady hand motion, and do not waste an instant between words.

"6. If your hand is overworked, use briefer forms; if your mind is over-taxed, use longer ones."

Students get inspiration from a teacher who has actually been in the conflict; who has really done the thing about which he is teaching, and who could, if necessary, give a demonstration of his theory in action. Do not mistake me, as I realize that there are thousands of shorthand teachers doing efficient work who have never reported a speech or taken testimony, but I cannot help feeling that a school that has a reporter-teacher will profit in many ways. May I not add that the teacher owes it to himself as well as to those he teaches to become expert as a practitioner? With the burdens that are being placed upon a teacher this is sometimes impossible but a short time each day spent in careful study will bring liberal returns.

Almost any experienced reporter can give a list of books which, if thoughtfully studied, will do much toward acquainting one with the technicalities of the court and the shortcuts used by verbatim writers generally. I am of the opinion that if the ordinary shorthand teacher could spend one hour each day, one-half of the time devoted to study and the other half to writing from dictation, in a year's time he would be quite expert or well on the way. And I believe that there is no shorthand teacher but what would say at the end of this time that his accomplishment had been well worth the effort.

I have had the feeling for many years that the ordinary shorthand school has not had teachers sufficiently equipped so that it could instruct its students in higher shorthand work. Teachers, as I have talked with them, have conveyed the impression that if they could get their students up to a speed of seventy-five words per minute, or at the outside one hundred, they were satisfied. I am wondering if one of the real reasons back of this is not that the teacher is not prepared to instruct and inspire them to a higher class of work.

After a teacher becomes competent to do reporting work, he can find almost unlimited opportunities to use this ability. May I offer a few practical suggestions? The daily newspaper offers a field in which the teacher-reporter may spend his odd moments to advantage, reporting speeches, etc. It is quite often true, especially in the larger cities, that some leading clergyman will employ a reporter to transcribe his Sunday sermons. Also various fraternal organizations, and societies in general, will give employment to reporters to take down convention proceedings. In addition to these, one can attach himself to a legal firm where he will find almost unlimited opportunities in the various kinds of legal work.

I cannot close this article, even though I may be considered narrow, without expressing the hope that the shorthand teacher who has a desire to become an expert reporter should stay well within the confines of recognized merit in the matter of shorthand sys-

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ADVANTAGES OF ACCOUNTING

(Continued from page 21)

nique which the school is equipped to give are not the most important of his qualifications which are essential to the highest success in business. Permanent success must be built upon character, personality, conduct, and such attributes as integrity, loyalty, co-operation, initiative, and good health.

The teacher who has not lived and worked outside the schoolroom is in danger of overlooking the importance of such things and of neglecting to train the pupil in many minor duties which the office worker is often called upon to perform. One of the numerous illustrations which might be given is a training in the use of the telephone, a point which is overlooked by many schools. Any teacher who has had experience in a business office knows how valuable an accomplishment it is to be able to handle telephone calls agreeably and intelligently; to be trained in answering a call; in making toll calls; in getting and giving a message correctly; in getting information which perhaps the man at the other end does not give voluntarily; and, above all, in the development of a distinct and pleasing voice.

It is not possible within the limitations of this article to enumerate specific ways in which one's teaching would be enriched by even limited experience. It therefore remains to mention only a few general and personal benefits which the teacher should expect to derive therefrom. Business experience makes one's teaching more realistic and enables one to give first-hand information on a number of subjects; it creates confidence; it is a great leveler, and has a humanizing influence; it makes one more sympathetic; it does much to overcome bigotry and to create a respect for the views of others; it breaks down the cold dignity and unnaturalness of manner so common among teachers, and thus does much to eliminate one of the three classes into which some humorist has said that mankind is divided; namely, men, women, and school teachers. The business office more accurately measures one's ability than the routine of the schoolroom duties, since progress is more definitely marked and results are easier to check; finally, it often tends to make the teacher more contented with his own lot, since he is likely to learn in this way that he is not the overworked person that he often imagines himself to be.

Without further argument, let it be assumed that all commercial teachers agree that business experience would be a great asset to them. The question then arises: **How may the teacher secure such experience?** This is a matter on which it is not possible for another to give much assistance. Much depends upon local conditions, whether one is teaching in a city or a small town, what one's specialty is,

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ACCOUNTING DEPARTMENT IN BUSINESS COLLEGE

(Continued from page 21)

and income tax work. A beginner will experience considerable trouble in finding work, especially where there is competition. An accounting firm connected with a Business College will not rank "ace high" unless its head be a man of considerable experience in this line. Even then, business men object to their books being "pawed over" by students I have always been able to overcome this by explaining, were I to do all the detail work personally, the cost would be much higher. I take most of the work on a contract basis. I realize that I could make much more in this city by breaking away from the school entirely, and opening a private office up town. But there is greater satisfaction in training these fine young men for a high class profession.

This brings the school some revenue, but the department is not a paying proposition at this time. One should have at least twenty students enrolled on a scholarship rate of not less than \$100.00, for eight months' training. Thereafter, \$10.00 per month until the student has had at least two years' work in the higher accounting department. Then he should be able to earn at least \$5.00 per day as a Junior Accountant with a reputable accounting firm.

As far as the theory of accounting is concerned it keeps the teacher up to date on modern methods, and if he uses a first class income tax services, such as Montgomery or the Prentice-Hall Service, he will keep in very close touch with all changes, rules, regulations and court decisions. Just at this time this is very important, as changes are made frequently.

To prepare for this work the average teacher should by all means take a course in **Higher Accounting and Income Tax Procedure**, for the two are now inseparable. He should continue the study of **Higher Accounting** until he has gained a thorough knowledge of the principles involved and the procedure in the various lines of business.

H. H. Webb, C. P. A.,
Springfield Business College and
The H. H. Webb Systems & Accounting Co., Springfield, Mo.

THE COMMERCIAL TEACHER AND PUBLIC ACCOUNTING

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business law. A number of well known schools of accountancy have home-study courses that are productive of great good when pursued by a student who is determined to be a winner.

In taking up the study of advanced accounting I strongly recommend that the student endeavor to secure instruction under the direct care of a recognized member of the accountancy profession, preferably a Certified Public Accountant. Having located the proper course of study, the student should subscribe for several journals on the subject of accounting, aud-

iting and business administration. There are a number of these published in this country that are of a very high-class nature. There are also nine or ten accountancy publications produced in foreign countries, all published in English, that are very interesting and which contain highly instructive articles on various types of accounting work.

2. **Securing Clients.** The profession of accountancy carries with it a dignity that commands respect. Advertising to a certain extent is permissible. Personal solicitation is unethical and not sanctioned by the leaders of the profession.

Most business schools, because of the fact that they teach bookkeeping, receive calls from time to time, for assistance in locating errors in accounts, for the installation of simple systems, for filling in personal tax returns, etc., and these small jobs well done may be made the agent for building up a large professional business. Merit will do more to get and hold a client than any amount of publication advertising will.

3. **Combining Teaching and Public Accounting.** The writer has knowledge of accounting departments being conducted by two of the leading business schools of the U. S. and it seems, with excellent results both from the standpoint of accountancy and the school. In both cases a large business is being done. The courses in accounting and the accounting department of both schools are under the supervision of a Certified Public Accountant.

As to the desirability of combining teaching and public practice, everything, it seems to me, depends upon the teacher. If his work as an instructor of bookkeeping and accounting is thorough and it is found that there is little room for improvement along that line, then he may enter the accounting field to a certain extent, with excellent results. It is needless to discuss the case of the teacher, who desires to take up accountancy, but who has not done all he could do to make his work as an instructor of a strictly high class nature. I fully believe that if the man at the head of the school's courses of instruction in bookkeeping and accounting is of the right calibre, that he may engage in public accounting with credit to the school as well as himself.

R. C. Smith,
Certified Public Accountant (Ind.)
Head of Commercial Department
and Asst. Principal, Stone Accounting and Secretarial School,
New Haven, Ct.

(N. B. If any reader of this article should desire information with a view to taking up the study of professional accounting, or on the matter of entering professional practice, from an experienced accountant and a recognized member of the profession, inquiries directed to the writer, Box 1197, New Haven, Ct., will be cheerfully answered, provided the inquiry is accompanied by a self-addressed and stamped envelope.)



THE ST. LOUIS MEETING

President Robert A. Grant, of the N. C. T. A., has sent us a preliminary announcement of some of the important features of the meeting at St. Louis, December 27 to 30. The features already secured assure to commercial teachers a fine program and one that will be well worth making the journey to St. Louis to hear.

George A. Hanke, Principal, Brown's Business College, St. Louis, has been selected as director of the Federation exhibits.

Among the distinguished men who will appear on the program are the following:

Charles Lee Swem, official reporter and personal secretary to President Woodrow Wilson, during two administrations, will speak before the general Federations meeting in St. Louis.

Harlan Eugene Read, author, lecturer, and president of a chain of business colleges, is Chairman of the St. Louis Committee on Arrangements of the National Commercial Teachers' Federation.

E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., will address the St. Louis meeting of the National Commercial Teachers' Federation on "The Situation of Commercial Education in the United States Today."

Hon. Woodbridge N. Ferris, Ex-Governor of Michigan, will deliver the principal address at the National Commercial Teachers' Federation Banquet in St. Louis, December 28. Ex-presidents of the Federation will be honored guests on that occasion.

The teacher's class-room problems will be discussed by successful teachers of various subjects. The following discussions are already arranged for:

Miss Rose L. Fritz, Principal, Rose L. Fritz School for Secretarial Training, New York City, will give an illustrated talk on "Typewriting Technique."

"Methods of Instruction and What to Emphasize in the Arithmetic Course" will be discussed by Thomas T. Goff, State Normal School, Whitewater, Wisconsin.

"The Psychology of Teaching Typewriting" will be presented by E. W. Barnhart, Chief Commercial Education Service, Federal Board for Vocational Education. This talk will be illustrated by some of the leading expert typists of the world.

H. B. Lehman, Central High School, St. Louis, will lead in the discussion of "The Permanship Course and How to Present It." The discussion will be continued by Arthur G. Skedes, Editor, The Business Educator, and W. C. Henning, Principal, Cedar Rapids Business College, Cedar Rapids, Iowa.

Business problems of the business manager will receive full consideration. Every business college

manager will be interested in these discussions:

W. N. Watson, Lincoln, Nebraska, will speak on "Good Will and How to Build It."

"College Credits for Business School Work" will be handled by Almon F. Gates, President, Waterloo Business College, Waterloo, Ia.

"Supervision of School Room Work" will be presented by D. D. Miller, Principal, The Miller School of Business, Cincinnati, Ohio.

D. L. Musselman, President, Gem City Business College, Quincy, Illinois, will lead in the discussion of "Sane Advertising Policies."

James W. Drye, Spencerian Commercial School, Louisville, Ky., will answer the question, "What Shall We Teach to Meet the Present Demand?"

Alfred Bays, Professor of Commercial Law in Northwestern University School of Commerce, Chicago, will speak on "The Business Law Course—Its Scope and How to Teach It."

SHORTHAND TEACHING AND SHORTHAND REPORTING

(Continued from page 22)

I am not one of those who believes that almost any system well learned is good enough. There are points of superiority which one system has over another. It would be utter folly for me to say any one system was the "Ne Plus Ultra" of shorthand, but there are some systems that are so superior to others quite generally taught, that it behooves any one who desires to become expert to select his system with utmost care. I believe if more shorthand teachers would try to become expert reporters, as I sincerely hope they will, they would at once find that the system they are teaching is inadequate for the work contemplated.

If the school is more particular as to the ability of the teacher and, on the other hand, if the teacher is more zealous of the quality of the work done in the school, commercial education will receive an impetus which will carry it to a new and higher destiny.

J. Morris Martin,

Prin. Albion School of Business,
Albion, Mich.

ACCOUNTANCY FOR TEACHERS

(Continued from page 21)

be able to prepare income tax returns for individuals or corporations; he should be able to prepare a Balance Sheet in such form as would enable a banker to determine the extent of credit to be granted a firm.

Surely the teacher of accounting should be able to give advice in regard to such matters, otherwise he does not possess that reserve knowledge necessary to make him a successful teacher. Of course, the teacher cannot be expected to possess that technical knowledge which may be derived only from wide practical ex-

perience and which is possessed by the professional practitioner.

A large per cent of our commercial teachers are making an effort to secure this knowledge. They are studying accounting, auditing, business administration, economics, etc., at the universities and colleges during summer sessions or are completing courses in these subjects offered by correspondence. During the summer just passed, numerous instances have come to the writer's attention where teachers secured employment with public accounting firms in order that they might obtain practical public accounting experience during their summer vacation. This policy is to be commended. It means that in the future we shall have teachers who are equipped with reserve knowledge beyond that actually required in the teaching of the subjects assigned to them.

Accountancy Training Essential to Business Success

Never before has there been such a wonderful opportunity for young men and young women who possess an accountancy training. It was only a few years ago that a business man could keep his books to suit his own ideas. Those were the good old times but today every unmarried individual, whether he is in business for himself or whether he is employed by someone else, if his income is more than \$1,000 a year, has the United States Government for a partner. Likewise every married individual having a net income of over \$2,000 a year must consider Uncle Sam as a partner and the government demands a share in the profits in accordance with the new revenue law, passed by Congress and signed by President Wilson on February 24, 1919. In order that the government may know that it is getting its full share of the profits, it is demanded that individuals as well as business firms must keep books and make an accounting to the government at least once a year.

J. F. Sherwood, C. P. A.,

South-Western Pub. Co.,
Cincinnati, Ohio.

ADVANTAGES OF ACCOUNTING

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the amount of time available, and other things. It is largely a problem for the individual to solve. There naturally comes to mind the summer vacation, late afternoons and Saturdays, or a year's leave of absence deliberately planned for the purpose. The salary one receives is of little importance; experience is the all-important thing. Perhaps instead of expecting pay for such work one could well afford to give his services. Even so, we have always been told that experience is a dear teacher; and we must further realize that any experience would be of little value to us unless we approach the work in the right spirit and with a determined effort to profit therefrom.

Charles F. Rittenhouse, C. P. A.,
Boston University.



B. E. STARS

(A Page for the Business Men of Tomorrow)

The latest addition to the B. E. Stars is Lee Sin Scang, Petjebokan, Batavia, S. E. I.

James K. Kaya, Wailuku, Maui, Hawaii.

CERTIFICATES

"The Penmanship Certificate is a goal and a spur," writes one teacher. Every penmanship student should find out whether his work is up to the Certificate standard. The standard is high, and students should not expect to reach it without hard practice.

It costs nothing to find out whether you can win a Certificate. Ask your teacher to arrange to forward your specimen before you leave school.

THE STUDENT'S CORNER

How to Study

In September we took a few minutes to consider the subject of "thinking." A little later we shall revert to this interesting theme and discuss "how we think."

It is certainly very appropriate at the beginning of the school year to give a thought to the best way to study or prepare a lesson.

To study means to control our intellectual powers in such a manner that we can keep our attention focussed almost constantly on the task in hand. Note the words "almost constantly," for no matter how well one may have the power of concentration developed it is impossible to prevent the thought from gliding off on to one or more of the many side-tracks which branch from the railroad of thought. Our success as students will depend on our ability to get back on to the main line as quickly as possible.

And here is an interesting thought: The more intelligent one is, the greater the number of these little mental sidetracks or suggestions or associations.

In order that one's study may be fruitful, one must first of all have a PURPOSE.

Take for example a concrete problem. Suppose you have been called upon to give in a thirty-minute talk a history of United States Postage. With what eagerness you would search the libraries for everything bearing on the subject of philately. Such dates as 1847, 1861, 1873, 1892, 1902, etc., would take on new meanings. From these little stamps you would be led to a study of great political characters and events; of famous artists and sculptors, yes, of industrial progress and evolution.

Otis L. Trenary has sold the College of Commerce, Kenosha, Wisconsin, with which he has been connected for nearly thirty years.

The Kenosha Evening Herald of September 19 contains a column article on the first page regarding the school, speaking very highly of Mr. and Mrs. Trenary and they work they have done in Kenosha.

Mr. Trenary served four years as Secretary of the National Commercial Teachers' Federation, declining to be a candidate last year. His hard work, and his skill in organizing, were largely responsible for the progress of the Federation during these years.

The new head of the Kenosha School is W. S. Seyler, of Baraboo, Wisconsin, to whom we extend our very best wishes for a successful career.

J. W. C. Gilman, author and penman, Boston, Mass., died on Sept. 11th at his residence, 426 Massachusetts Ave., at the age of eighty-two.

Mr. Gilman was an expert penman and the author of books on penmanship which were used as textbooks in several of the principal cities of the United States, including Baltimore, San Francisco and Boston.

In his early youth he was principal of a business college in Lewiston, Maine. Later he was for some time connected with the firm of Lee & Shepard, publishers, and later with Thompson & Brown.

In this work, as in other lines, that which the older men have done in this field has prepared the way for those who are active at present.

BENNETT ACCOUNTANCY COURSES SOLD TO INDUSTRIAL CORRESPONDENCE UNIVERSITY

R. J. Bennett and Dr. Foster Join Hands

The Bennett Accountancy Institute of Philadelphia, which has been conducted for so many years by Robert J. Bennett, C. P. A., one of the very foremost accountants of America, has been sold to the Industrial Correspondence University of Philadelphia.

Mr. Bennett's increasing accounting practice made it necessary for him to hand over to others the burden of conducting the school. He has been most happy in his successors, who have had years of experience in educational work and particularly in the line of correspondence instruction. The Industrial Correspondence University was founded by Dr. T. J. Foster, who founded and was for so many years at the head of the International Correspondence Schools of Scranton.

Dr. Foster, with his staff of able educators and with the co-operation of Mr. Bennett proposes issuing a number of high grade courses, and the Bennett Courses that have so long been conducted by Mr. Bennett, will be made even more thorough than heretofore. Mr. Bennett will continue his connection with the I. C. U. as supervising director of the accounting and allied courses.

Mr. Robert J. Bennett is well known in commercial school circles as one of the leading instructors of the country and one of the first to give instruction in advanced accountancy. During the last twenty years he has been connected with some of the leading commercial schools and educational institutions. He is the author of several books in accountancy that are used today in universities and colleges throughout the entire country. He is a member of the leading organizations of professional accountants of America, and secretary of the Pennsylvania Institute of Certified Public Accountants. The men who can point to Mr. Bennett as the source of their advancement to success are many, and will be pleased to learn of the enlargement of activities in connection with the courses which he did so much to popularize.

G. D. Griset, whose fine penmanship has been appearing in the BUSINESS EDUCATOR for several years, sent us a club of 113 subscriptions early in October. Mr. Griset uses the same fine style of penmanship in writing his subscription list that he does in preparing the plates that appear in the B. E., and his students catch much of his spirit and something of his style.

W. C. Lowe, Writing Director, Public Schools, Atlanta, Georgia, is the inventor and manufacturer of a device for preventing finger movement known as Lowe's Writing Frame. Samples of this frame were sent to Zanerian College this year and exhibited to the students, and it aroused a great deal of interest. Any one interested in such a device should communicate with Mr. Lowe, whose advertisement appears on another page.

ANNUAL ENROLLMENT 10,000

"American Commercial Schools teach typewriting more systematical and with better results in both speed and accuracy than English Schools," is the comment of Frederick Heelis, Principal of Pitman's School, London, England. Mr. Heelis thinks that on the other hand English schools have a higher standard in both speed and accuracy for shorthand students and teach bookkeeping more efficiently and without resort to fads.

The New York Globe of October 5 from which these items are taken reports that Pitman's School is perhaps the largest private commercial school in the world, having an annual enrollment of 10,000.



Little Stories of Business

By CHARLES T. CRAGIN
Holyoke, Mass.

THE RE-INCARNATION OF ELIZABETH

Happiness is a state of mind. It can't be bought with money any more than contentment can. You have probably read the story of the ancient King who was unhappy most of the time and who went to the Magians for a cure. The boss magician said, "Go and find a man who is perfectly contented, buy



his shirt and wear it and you will be in perfect tune with the infinite all the time." The king cranked up his Ford and bumped over the civilized world and New Jersey and finally, way down in the mud flats of New Jersey where mosquitoes were thickest, he found a man who was perfectly contented but he didn't have any shirt.

I am going to tell you this month the story of a girl who pretty nearly went to wreck because of this unhappiness which comes when you try to attain the impossible; for we can't all have ancestors that come over in the Mayflower. We can't all wear silks and satins and twenty-dollar high-heeled shoes and forty-dollar hats and two-thousand-dollar mink coats and have a Rolls Royce auto with a chauffeur in uniform and a maid at home to open the front door when the bell rings and a butler to say "Dinner waits!" when the soup and fish are served.

Elizabeth Morison was the daughter of a father and mother who were born and brought up in New England where pride of ancestry stands as high. At the age of about 40 Mr. Morison had removed from New England to the state of Illinois, where in one of the cities of that prosperous state he had bought a house and found employment in the office of a great manufacturer of agricultural implements. Mr. Morison was at fifty-two years a slim, pale-faced man, with rather scanty graying hair and a straggly mustache and beard which partly concealed the weakness of his mouth and chin, for Morison was not one of those pushing New England Yankees who would find business on a desert island and get rich on the far frontier. Quite the contrary, he was a man of very moderate abilities and he knew his limitations, but he was a careful conscientious bookkeeper, earned a fair salary, about \$1800, and had managed to pay for his house and the lot on which it stood, a half mile or more from his place of business, where from eight in the morning till five in the afternoon he bent over his books, made out invoices and attended to the general work of the office. Mrs.

Morison, once Whitmore, was descended, a good distance, from one of the blue blood families of New England. A Whitmore had originally come over in the Mayflower, so she said, although that name doesn't appear on the list of the passengers of that famous ship. There must have been great lack of care in keeping that list. Only 102 names were on it, but if you believe all the people in New England who tell you their ancestors came over on that bark, she must have been bigger than the Leviathan. Mrs. Morison, nee Whitmore, felt that she had married beneath her when she dared, accepted Bill Morison, then a clerk in a bank in their native town of Windon in the blue-blooded state of Massachusetts. Bill was an easy going man and reasonably contented with his lot. He knew that he was not one to set the prairies on fire or sweep like a tornado over the West gathering up large stores of wealth; but he earned a fair salary, had no expensive habits, smoked a briar pipe instead of cigars, and walked to his work to save a nickel car fare. He had sent his daughter Elizabeth through the High School where she was quite popular, especially with the boys, not so popular with the girls. She excelled in elocution and spoke "Curfew Must Not Ring Tonight," "The Polish Boy," and "The Wreck of the Hesperus," with thrilling effect. Her mother made her dresses, and as she was quite a skillful worker with the needle and scissors Elizabeth always appeared among the best dressed of those who attended high school, though many of the girls came from families of far greater wealth.

Joe, the boy, two years younger than Elizabeth, didn't shine as a scholar and was something of a roughneck, expressing profound contempt for some of the associates of his sister. The girls he called "highbrows" and the boys "sissies," himself mixing in rather rough company of the Sandlot variety; but Joe was a mighty football player and was the best catcher in the high school.

Elizabeth was 18 years old when she graduated from the high school. In the years that had passed since she began to wear her hair out of pigtails, most of the high school graduates who were in much better circumstances than the Morison family went to college or to expensive finishing schools away from home where they put on that extra polish that money will buy. The result was that for two or three years after graduation from high school Elizabeth was much sought after by the young men of well to do families who had been her classmates in high school and acquaintances she

had made among young business men attracted by a pretty girl in the flapper stage. The front porch of Morison's cottage generally held quite a social gathering in summer evenings and Elizabeth never lacked a partner at the occasional dances and parties to which she received invitations. The salary of William Morison was no large enough to justify any expensive wardrobe, but her mother managed to dress her so that she appeared full as well in everything except the matter of jewels as must girls whose parents had a much larger bank account.

Mrs. Morison had an exalted opinion of her children. Most mothers have. Joe, it is true, sometimes grated on her nerves for he was inclined to be a bit boisterous, but Elizabeth was the apple of her mother's eye, and she could see no specks upon the surface of the apple. Elizabeth was indeed a girl of many fine qualities, but badly spoiled by her mother's constant declaration that she was far superior in beauty accomplishments, intelligence and everything else to other girls of her age who were only in the running because of the fact that they had much money.

Bill Morison didn't lead the most comfortable life in the world either for Mrs. Morison considered that it was his lack of enterprise, his inability to make money as other people did that kept his daughter from going to college or a high-priced finishing school and deprived Joe of a college education and the ability to acquire the accomplishments of young men, sons of bankers and successful money makers. Bill had these complaints dinned into his ears days and nights and Sundays. He was a meek, mild-mannered man, but he sometimes said things under his breath that I would not like to repeat here to you. A nagging woman is not the most comfortable thing in the world for a man to have with him days and nights both.

The Growth of a Wallflower

But in a few years the other girls came back from College with all the latest frills, and Elizabeth could not possibly keep up at the dances and parties and receptions to which she still received invitations, though no so many as in years past; she was coming to be a bit of a wallflower. There was no rush of young men to fill her dance card as in days of yore and the Morison's porch no longer had the "Standing Room Only" look of years past.

"If I'd married a business man instead of a bookkeeper," scolded Mrs. Morison, "you would not be obliged to wear home made clothes and be crowded out by girls without a quarter part of your beauty or intelligence."

"But mother, I wouldn't want to swap Dad for any business man I know here in Gainesville." For, to her credit be it said, the girl really loved modest Bill Morison even better than she did her more domineering mother.

(Continued on 2d following page)



YOU CAN, TOO

True Stories of **HARD WORKERS** Who Win



**FROM BUSINESS COLLEGE
DESK TO PRESIDENT OF
OFFICE FURNITURE CO.**

**By P. S. Spangler, Principal Duff's
College, Pittsburgh, Pa.**

Mr. Forrest P. Miller entered upon a Commercial Course at Duff's College a few years ago, and completed it with honor to himself and credit to the institution. While in school Mr. Miller was a student in every sense of the word. He not only evinced accuracy in the use of the textbooks and displayed unusual neatness in the prosecution of his work, but was ever alert to anything and everything that broadens education. Attentive to lectures, observant of current methods, quick of perception, a good mixer with the student body, he rapidly acquired ideas and inspiration which could not come from mere textbook preparation, important as that may be. The possessor of these qualities is soon advanced beyond the one who does only routine work, even when done ever so well. These qualities of mind and studious habits soon exhibited themselves in Mr. Miller's work after leaving school, as subsequent events show.

Like many other young men, Mr. Miller was compelled to make sacrifices to attain his ambition, having an insufficiency for tuition and school expenses. But the will to accomplish overcame this handicap, and the result has justified the sacrifice and effort made.

Mr. Miller finished the Public School and graduate from the High School at Chagrin Falls, Ohio, a small town about sixteen miles out of Cleveland. Following this he spent about six months with his father, helping in a practical way to install water systems on farms. Shortly after this he decided to take a Business Course and prepare to enter employment. His brother had previously graduated from Duff's College and had felt that the course was highly satisfactory in every respect; he also decided upon Duff's.

After completion of his course at Duff's College he was very desirous,

(through necessity), of obtaining employment as soon as possible. His financial resources were very low, the money for tuition and expenses having been secured from several sources. He secured employment with Mr. E. E. Baker, then President of the Baker Office Furniture Company, whose successor Mr. Miller now is. He gradually worked into the selling end, in which he was most interested, and through which he felt that the quickest promotion would come. After the first few years he handled many of the large corporation accounts, as



FORREST MILLER

well as a special work in both wood and steel. During this time, through small savings and the establishing of a little credit, he became a small stockholder and Vice-President of the company.

Shortly after this he left the company, feeling that there was at the time greater opportunity elsewhere, and organized a sales agency to handle steel furniture exclusively, both stock and special work, for court houses and public buildings. This business was under way only about six months when he was approached by the President of the A. W. McCloy Company, a large house handling stationery, printing and office furniture, to come with them. After a few months consideration he decided that this would make way to a larger field by consolidation of efforts. Upon this consolidation Mr. Miller became Vice-President and Treasurer of the company. This connection continued in a very satisfactory way, during which time the business enveloped considerably. Mr. Miller closing two of the largest contracts that have been awarded in this district in this line for over twenty years. One was the complete equipment of safes for the Union Arcade Building, which eventually amounted to over \$50,000; the other being all the movable furniture for Allegheny County in the new City-

County Building, which amounted to approximately \$90,000.

Mr. Miller, being always primarily an office furniture man, did not care especially for the stationery and printing end of the business. Later a deal was worked out whereby he and two other men would take over the control of the Baker Office Furniture Company, the oldest and largest office equipment house in Western Pennsylvania, and one of the largest in the country. Mr. Miller became President of the Company, which was quite a gratification on account of the fact that it was here where he had started in the business.

While Mr. Miller has always been in the Office Equipment business in the retail and the wholesale end, known to the line as dealer, he has always given close study to the manufacture and construction of the merchandise. He has always believed that the man who has studied his line so that he could talk to any one on the subject in an intelligent way and be consistent, he will succeed.

Mr. Miller has visited many factories manufacturing his line of goods, and feels that this is always an additional education, which is an asset to the business. He has always made a practice of visiting stores, both large and small, in and out of his line, in different cities of the country. Through observation he has been enabled to put into practice the numerous things which have proved to be quite successful.

The Office Furniture business, while not as large in scope as some of the basic industries, like the steel business, yet it is very extensive and has its advantages in that business is mostly done with business people. The company has on its books many of the largest corporations of the country, to whom it supplies all goods and requirements in its line, and ships to various cities in the country, as well as to some foreign countries.

Mr. Miller has membership in a number of clubs and organizations: Union Club of Pittsburgh; Pittsburgh Athletic Association; Pittsburgh Field Club; Rotary Club of Pittsburgh; Chamber of Commerce of Pittsburgh; Office Appliance Managers Association. In the Chamber of Commerce he serves on the following committees: Trade Extension Committee; Fellowship Committee.

In the life of every ambitious young man there comes a period when he must make a decision as to his career. Often events are shaping his course, thought he may not be fully aware of it; and yet it is for him to decide. Few there are who do not seriously consider a Business Training when approaching a decisive moment, and many pursue it as a preparation for their life's work. Considering the shortness of time in preparation, the assurance of the rewards that follow, and the unlimited possibilities offered, there is seldom cause for regret in having made this decision.

The success attained by Mr. Miller (who is yet a young man) should be an inspiration to young men who are considering entering upon their life work and who, for any reason, may hesitate to enter the business field on account of obstacles that may appear in the way; for, after all, it is the overcoming of obstacles that make for success. The elements in Mr. Miller's make-up—diligence, character, personality, willingness to serve, preparation, observation, training—are the qualities that can be acquired by all.

CRAGIN

(Continued from 2d preceding page)

Bill listened to many a lengthy monologue on his lack of enterprise after the lights were out and balmy sleep was supposed to knit the raveled sleeve of care. He didn't say much, but these monologues didn't add to the joy of his rather drab existence, and he eyed his daughter wistfully and was grateful for every little touch of affection she gave him as she passed unhappy days and nights when she dreamed of conquests past, and her mother ding-donged at Bill harder than ever, because of his lack of business that failed to put the children where they belonged, children superior to the wealthy classes, but lacking their advantages of dress and education.

Elizabeth was not allowed to do much hard work; her mother would not let her wash the dishes or help about the house work, because it would roughen her hands; she could play a little, but had no special musical talent; she could sing well enough to belong to the girl's choir in the First Church, and she could recite creditably. Sometimes she thought the stage was the proper place for her to show her superiority to the other girls, and of course she had visions of being a movie star as most girls do.

Young Joe was by no means a fool. If he was a bit rough, and he said to his sister one day, "Sis, you are simply out of your class. You're a three minute filly, trotting in a 2.30 class, and you're only an 'also ran'." Why don't you get busy and not let mother fill you with the idea that you're such a wonder? You're a good kid, all right, but there are others, and those million dollar swells won't even look at you; you can't dress up to their class; and while you are good looking, your clothes are not good looking side of those Paris and New York rigs that those swell Janes wear. Get wise, old girl, don't try to be in that class. I would rather be a big fish in a little pond, than a minnow in the Atlantic Ocean."

Joe had gone to business college. In the high school he had not shone with special brilliancy, and had quit at the end of three years. His reports seldom stood better than C, but somebody had given him a tip that it was money in his pocket to know something about bookkeeping. There was a good business college in the city of Gainville. Things were different in the business college. They didn't try to teach him Latin or French or Solid Geometry or Chemistry, or any of the things that to Joe were so much Greek because h: didn't take any interest in them; but when they began to teach him to write checks and notes and drafts and to do things that the young business men were doing, it awakened an interest in the boy which gave fair promise, and besides the school had a baseball team and Joe was the captain of that, and in the spring of th year he found a position in the Freight Office of the C. B. & Q. where he got \$50 a month.

Elizabeth was no fool either, if she was a bit light headed, largely because of her mother's insistence in her superiority over ordinary girls. Indeed she was superior in looks and in superficial accomplishments, and at 22 she had received several offers of marriage but none from the class from which she hoped to select a partner. Quite the contrary, the men who wanted to marry Elizabeth were just the men she didn't want to marry. And then there came a bolt out of the clear sky.

Necessity Enters

As I have said before, the salary of William Morison was not large enough to really justify the expense

at which his family had been kept, for Joe had just begun to earn money, taxes were high, it took quite a little to keep up repairs on the house, a large ten room, old fashioned mansion which had been bought at a bargain price a dozen years ago when it stood in a very good residential part of the city; but the city had crept out towards the prairies and the residence part was not down town. Many of the wealthy families had moved farther out from the center of traffic and "Rooms to Let," "Dentist," "Dress-making Done Here," "Hand Laundry" and signs of that kind began to be displayed all along the street on which the Morison house held what had once been an excellent position.

William Morison, like many other men of quiet mien, didn't say much. It is those men who don't say much, who suddenly do something to startle the world. Sometimes the man clears out and is never heard from again. In other cases, he takes a dose of cyanide or puts a pistol bullet in back of his ear, and has no more troubles, at least not in this side; what he gets on the other is another matter. Sometimes instead of taking these rather sensational methods, he simply breaks down, goes to pieces, and if he has money enough they send him to a high priced sanitarium, and if he hasn't he becomes a worse than useless member of the family. It was Friday afternoon, the 13th, an unlucky day when they brought William Morison home in a cab. His face was twisted over to the right and there was no feeling on the whole of that side. William Morison had a stroke. He had crumpled up in his chair at the office.

The doctor said, "It is paralysis, but I don't think it fatal. I'm afraid, though, that it will be a long time before he can go back to work, and it would be better if he had some less confining employment." Then there was dismay and almost terror in the Morison family. The income of \$2000 a year was cut off, for it was evident enough that the doctor's words meant that Morison, while he might be able to get around again, was never going to be a \$2000 a year office man. What was to be done? Sometimes it takes a disaster like that to arouse what is really good for anything in a man or woman and it did that to the Morison family. Elizabeth had good metal in her and so had Mrs. Morison herself. The old Whitmores from which family she came, had fought Indians three hundred years ago in King Philip's War, and she at once resolved to fight disaster here.

An advertisement "Boarders Wanted" appeared in the "Board and Room" column of the daily Eagle, and soon a half dozen young men and women had found refuge in the old Morison mansion. The rooms were filled up and Elizabeth learned to wait on the table instead of waiting for partners at dances and receptions to which she no longer received invitations. From a flower of society, even

(Continued on 4th following page)



Norman Tower, whose photograph appears above, became interested in penmanship in 1916 at the Barnes Commercial School, Denver, Colorado. Up to that time he had written the vertical style. He made rapid progress in penmanship and ranked first in the penmanship class and received a number of certificates, among them one from the Business Educator. Recognizing that Mr. Tower had ability in penmanship, Mr. E. C. Barnes, President of the above school, advised him to study lettering, which he did during spare time, using the BUSINESS EDUCATOR and the Zanerian books as texts. He soon acquired skill in lettering and was able to realize some financial reward for his efforts. In 1920 he came East to visit the leading penmanship studios in New York, Brooklyn and Chicago, also to attend the Zanerian Summer School. After returning to the Barnes School where he had been employed as a teacher, his salary was raised about 50%. Mr. Tower is an enthusiastic booster of penmanship and states that there is both money and pleasure for any one who will devote time and attention to penmanship. He is also a believer in the theory that "Penmanship can not be purchased with gold; it can be acquired by practical application, instructive criticism and careful practice." Mr. Tower has charge of all the pen work of the Barnes School, which includes teaching of penmanship and executing pen work. We recently received a photograph of a set of resolutions showing that Mr. Tower is doing very, fine work.



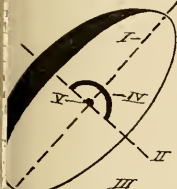
Lessons in Artistic Penmanship

For Beginners

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

TEST FOR OBLIQUE HOLDER POSITION



- I—Slant Line
- II—R. Angle
- III—Base Line
- IV—Pen Tilt
- V—Pen Point

of the pen should align with IV, the tilt curve. This will force the correct position of the holder, also. Strive to maintain this position.

Shading and Flourishing

The addition of shade and flourish to standard script forms, producing modern ornamental penmanship, is a fascinating study; but it requires thought and practice, and much patience to arrive at the inspiring stage where the enthusiasm will carry one over the top. When you begin to get the smooth sparkling shades and the graceful hair lines, so blended and interwoven as to produce the pleasing harmony and striking contrasts at will, you will begin to catch the spirit of the zealot, and you can spend an evening in no more pleasing way than in the practice of ornate penmanship. Now to begin — let's get acquainted with the tool.

Your Oblique Penholder

Insert the pen in the metal ferrule, seeing that the point is in perfect alignment—on a straight line with the center of the holder — practically in

the center of the penholder. This will leave about three-quarters of an inch of the pen protrude from the ferrule. The pen should not fit tightly enough to cramp the pen in any way, but it must be firmly held by the metal clasp. Most oblique holders of recognized adjustment are made to fit the Zanerian Fine Writer, Gillott's Principality or Spencerian No. 12—the pens used by professional penmen, generally. These pens are a trifle broader than the Zanerian Ideal, Gillott's 604, or Spencerian No. 1 recommended for the first two months' practice on these lessons, therefore, that your penholder may give best results later, do not bend or spring or otherwise modify the metal ferrule, or it will not give satisfaction when you use these other pens. If too loose, a thin strip of paper inserted with the pen may correct the fault; if too tight, insert a coarser pen a time or two.

Tilt Your Pen Properly

Assume the position for business writing. Extend and spread the thumb and forefinger while retaining the writing position with the rest of the hand. This will permit the oblique holder to drop lightly between the thumb and index finger, in the valley thus formed. With the thumb still extended press the index finger on the penholder (the nibs resting on the paper, of course) where it is to rest in the proper position, and the weight of the fore finger will cause the penholder to swing into balance at the proper and natural angle. This is at right angles to the oblique line or slant line of your writing. Do not let the left edge of the ferrule drop down nearer the paper, as this forces one to write on one nib, whereas we must keep both nibs on the paper with uniform contact. Note illustration:

Assume Proper Position

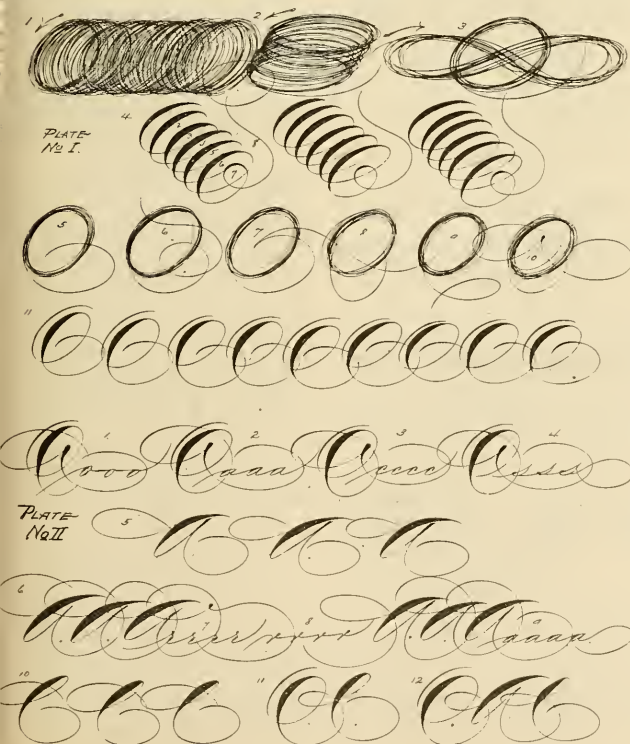
The position for ornamental writing is the same as for business writing plus that superior poise and bodily balance that comes where we strive for greater skill. Let no weight of body rest on the arms—keep that on the chair. Keep your arm covered, but with loose garments. The less you have on the better. Now if you have the shellac off the pen so that it will retain the ink evenly to a point about an eighth of an inch above the eye of the pen, we are ready to practice.

Warming-up Exercises

We will begin our practice each time with what I prefer to term "warming-up" exercises—Nos. 1, 2, 3 and 4. The light line exercises should be practiced briskly with the forearm or muscular movement. This is explained in all lessons in modern business writing as the "perfect action of the entire arm from the shoulder to finger-tips, with the arm resting on the large muscular cushion just in front of the elbow."

The Shade

No. 4. This shade is the foundation for all direct oval letters; the beginner must spend a lot of time practicing it.





Begin rather slowly, but with enough strength and action to produce regular, uniform lines. The shade is the result of pressure while the momentum of the swing maintains the gracefulness of the curve. The pressure must be quick and snappy on the downward strike, the climax of pressure being practically half way between upper and lower turns. This necessitates a firm grasp of the holder, which is impulsively increased as the climax is reached, and relaxed before the pen glides into the hair line of the upper turn. Do not drag the shade around the under turn. This momentary tightening of the grasp has the appearance of finger action, but it is misleading, as it is merely stiffening the rigidity of the hand to counteract the effect of the arm pressure necessary to spread the ribs of the pen. Count 1, 2, 3, 4, 5, 6 for the shades and 7, 8 for the finish, as illustrated. Keep shades high (climax above center) and the lines parallel. Let the exercise run naturally down hill at about right angles to the main slant. Don't get them too flat.

Nos. 5, 6, 7, 8, 9 and 10

Practice these for they are the source of strength, ease, gracefulness and precision. They are finishing strokes of great value in adornment, and we will find use for each and every one.

Number Eleven

Many penmen claim you can learn to shade and flourish perfectly on this one letter. Make line after line of it. Note alternate light line, shade and flourish. Keep hair line and flourish parallel and practically all of the shade inside the O. Let the flourish be thrown around the base line. In size the flourish of this style is about the same proportion as the letter. Send me your best efforts for personal criticism and suggestion.

Read Introduction and movement instructions to Guillard's lesson in the September issue.

Instructions for Plate II

Flourish and shade must be distributed to produce balance, and contrast. The law is right-angle crossing of shade and hair-line, or uniform paralleling. Avoid tangents which result in a maze of lines. In this style of flourished O aim at sharp-cut, snappy shades and firm, strong hair-line.

Small Letter Movement

We will carry our lower case letters with our capitals although the movement is different. Capitals are made with "Simon-pure muscular movement," whole arm movement, or a combination of both. No finger action whatever. But, skillful, accurate small letters are not made that way. The hand rest (little finger, or the two finger rest) must be trained to glide easily on all forward and upward strokes, but they form a flexible rest on the downward strokes. Appearance of speed is secured by the smoothness and uniformity of the under turns and the upward and forward glides. Shading, being one of

the principal means of ornamentation, it is applied to small letters as well as capitals. These shades must be distributed sparingly and with delicacy, hearing "balance in words" in mind as well as balance in letters.

The Capital A

The shade in the capital A is more like the shade you used in the shaded oval in Plate One — the shades are longer, being a part of a larger oval. I gave the capital O first to develop skill in shorter, snappier shades. First swing the flat oval parallel with the line of writing. Then the full shade, abrupt under turn, returning to top with slight curve, (very easy to overdo the turn at bottom and on the up stroke), an instantaneous pause at the top, and then the full flat oval swing. Don't try to put the small shade on

the top of the "t" part of the letter while making it—it is put on afterward.

Practice line after line of the combination of letters like No. 6. Mark your best groups by following them with a series of small letters like the r's in Nos. 7, 8 and 9.

The Capital C

This letter is a combination of the oval swing you used in the A and the finish of the capital O. The shade must be high—but the tendency may be to go to the extreme and put the shade too abruptly at the top of the letter. Nos. 11 and 12 need no comment.

This covers the letters for which you are to submit specimens to the Editor for awards. Read Guillard's introduction to his October lesson.

BACK NUMBERS OF B. E.

Have you copies of the B. E. previous to September, 1920? Send list. Professional or students', and price desired. B. A. DOLAN, 333 Belleville Ave., Newark, N. J.

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Care of Business Educator, Columbus, Ohio

Notes

Miss Anna Lockwood has been engaged as commercial teacher in the Salamanca, N. Y., High School.

H. F. Ford, last year with the Bentley School of Accounting and Finance, Boston, has been engaged to teach commercial work in the High School at East Orange, N. J., beginning with the new school year.

Miss Emma Eckhardt, a recent graduate of Bay Path Institute, Springfield, Mass., is a new commercial teacher in the Tuckerton, N. J., High School.

Miss Erma Alexander, of Neosho, Mo., is a new commercial teacher with the High School at Fowler, Colo.

Mr. Oscar M. Serley, Burbank, Wash., and Mr. E. Ray Jones, of Portland, Ore., are new commercial teachers in the Crumley Business College, Tacoma, Wash.

Hallie Mae Erfurth was chosen for the new commercial teacher in the Dickinson, N. D., High School.

Elsa P. Rieser, for several years with the Milford, Conn., High School, has accepted a position to teach commercial work in the Dalton, Mass., High School.

H. L. Watts, last year head of the commercial work of the Charleroi, Pa., High School, is to be the new head of the commercial work of the Hazleton, Pa., High School.

Miss Marguerette Sauer is a new commercial teacher in the Nogales, Ariz., High School.

Alice E. Brown, of Woodstock, N. H., is to be a new commercial teacher in the Liberty, N. Y., High School.

George F. Kelley, Jr., is the new head of the commercial work of the Belfast, Maine, High School.

Mildred Wilson, of Westport, N. Y., has been selected to take charge of the Commercial Department in the Mt. Union, Pa., High School.

Miss Ruther Filer, of Grove City, Pa., is the new commercial teacher in the High School at Latrobe, Pa.

Mr. Webb Stump, who had charge of the commercial work of the Denison, Iowa, High School before the war, will return to his former position this year.

Mr. Thomas Nelson has been engaged to teach commercial work in the Oil City, Pa., High School. Mr. Nelson was formerly supervisor of penmanship in the schools of New Philadelphia, Ohio.

Charles W. Perry, Normal, Ill., and Ethel Thein, Garnaville, Iowa, are new commercial teachers in the New Hampton, Iowa, High School.

John W. Ehrstrom is a new commercial teacher in the Devils Lake, N. D., High School.

N. T. Woodward, for several years commercial teacher and Supervisor of Penmanship in the Gilbert, Minn., Schools, has accepted a position as head of the Commercial Department at Chisholm, Minn., High School.

A Column for Teachers and Employes

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CRAGIN

(Continued from 4th preceding page)

if a bit drooping and faded, to a table waiter in a boarding house, is quite a drop socially and it speaks well for the inherent common sense under the veneer of fashion that lay in the soul of this girl, that Elizabeth was able to take this step, and still come up smiling, for she had always smiled even when a wallflower and when she felt her heart breaking as her prestige faded away. It is true, that the smiles then were artificial like the smiles of the actress when her baby is sick at home, and the doctor says it is a close call. Her smiles now at the boarding house, I am afraid, were not from the heart. You know, there is a difference between heart smiles and lip smiles, but she made a brave appearance and so did her mother, now she was face to face with disaster and only the success of a boarding house between the family and absolute ruin.

In three months Mr. Morison had regained to some extent his health, but his right side was practically useless, and thus far he had not been able to get out of the invalid chair that a kind neighbor had loaned for his use. The doctor said, "In time you will be able to get around with a cane and probably some strength will come back to that right arm and your right side, if you don't excite yourself, and get to worrying about things." I have to laugh some times, or cry, when I hear a doctor tell a fellow who has a wife and four children depending upon him for support, not to worry, to eat plenty of nourishing food.

One day there came to board at the Morison house a young teacher in Brand's Business College. In the evenings Elizabeth sometimes played on the piano in the large sitting room and the boarders sang songs and danced mildly the dances of that day, not so far back in our country's history; the two-step, the fox trot and the tango, much modified from the South American type, which were coming into vogue, and the old-fashioned and altogether delightful waltz.

Young Bradley, the teacher, became acquainted with Elizabeth and he said one evening when they were alone, "Miss Morison, you're a young woman of intelligence and good appearance, why in the world don't you qualify yourself for something better than waiting on table? Not that there is anything wrong in that, good table waiters are a blessing, but so are good stenographers, private secretaries, and bookkeepers, and they get a good deal more money than table waiters." The thought was not entirely new to Elizabeth for Joe, the family roughneck, had been through the mill and was now making \$60 a month and very decidedly feeling his oats as a self-supporting young man. Joe helped out with the family finances too when they ran behind, for Joe was after all a very good fellow if he was a bit loud and inclined to look with sovereign contempt on "the high brows" as he irreverently classed what his

mother and sister considered the elite of their city.

"But Mr. Bradley, I am too old," said Elizabeth: 23 was her number just past and she was on the 34th lap of the great race course we all have to run from the cradle to the grave.

"Not at all," said Mr. Bradley, who had reached the advanced age of 26 and considered himself well qualified to give advice to youth. "Not at all. Of course, you won't learn quite so easily as those youngsters just out of grammar school or high school, for they're right in training, but you will learn more solidly than they because you will see the need of it better than they do, and I will bet in a year or less you will be qualified to run a big office or be somebody's private secretary if you will give us the chance to train you."

Elizabeth had some misgivings, but she went down to see Mr. Brand, the business college man. Brand was a bit of a rough diamond. If you went to him, for instance, and told him that you could get tuition at a lower rate at some other business college in town, Brand would say, "Well for God's sake go there! Don't come to me, that is the place for you." If you went to Brand's and undertook to make his school a pleasure resort, he would likely call you into the office some morning, and hand you back the tuition paid in advance and say, "You made a mistake coming here. This isn't any play house. Here is your money, your train leaves at 9:30," or words to that effect. It was generally some country boy of fresh ideas who got this treatment.

Elizabeth rather hesitatingly told him that she was twenty-three years old and she looked it, too, in spite of the fact that her lips were bright carmine and her cheeks bloomed like roses. "Well," said Brand, "if you mean business and know anything your age won't hurt you. If you don't we will soon find it out, and if we can't do you any good we don't want your money," and so the next Monday morning Elizabeth entered Brand's Business College and began a commercial course, which included two or three months of bookkeeping, enough to understand the principles of accounts and do some practical work, along with the study of stenography and touch-typewriting.

At first it was very hard for Elizabeth to concentrate her thought on the prosaic details of business. Her reading had been all romance, very little of reality. But necessity is the mother of attention as well as of invention, Elizabeth had to get there, if she wished to graduate from the honorable, but rather exhilarating life of a biscuit shooter.

One day Mr. Brand called her into the office and said, "Your teacher says that you are doing good work, now you have got started. Of course, you are several years older than most of these young people that come here from the grammar schools and high schools. You ought to have more sense, and if your lips were not quite

so red and your cheeks didn't bloom quite so evenly, I should think you had more sense. Now I know that's all the fashion, but you will notice not many girls in this school are decorated in that style, for I call them in here and have a heart to heart talk with them. They don't generally take offense, for I do it for their own good. You will find that no first-class man will care to have you about him if you paint yourself up like an Indian on the war path, you are not so bad as that, but you don't need the little touches you add to your complexion. Now, that's all I have got to say." And it was all that was necessary.

Elizabeth entered Brand's in September and in the month of June Mr. Brand put her in to the office to take charge of a large amount of advertising matter that he sent out during the summer months, and she got a good deal of practice in rapid touch-typewriting and the taking of ordinary letters to prospective students. These letters were dictated by Brand himself or by some member of the faculty and made excellent practice.

One day Brand called her into the office and said: "I have got a chance to send you out on a job that I think you had better take. Tom Holland is a young lawyer, not so very young either, a little over thirty. He is a good deal of a crank, has the misfortune to be a lawyer not a liar, and he defends some poor devils that ought to be in jail and refuses to take some cases that he ought to take, because rich scamps are behind them. He will either be a big fellow some day, or he won't be anything at all. I don't know which. He was born in a back alley, or rather in a cottage fronting on a back alley down here on the flats. His father was nothing to speak of, tried to drink up all the rum there was and went to smash, but his mother was a good one. She put that boy through business college here with what money he made selling papers and running a magazine route. He studied law with Sulloway and O'Connor, and he knows all the tricks that they know and that is saying a good deal; but I think he is absolutely on the level and if he is and don't crack he will come out on top, same as any man does who has brains and is on the level. He can't pay more than \$10 or \$12 a week but if you get in on the ground floor with a fellow that is going to the top it's a good deal better than to get in on the top floor with a fellow that is going to the bottom."

And so Elizabeth went to be a stenographer and general assistant to Tom Holland who had the reputation of being something of a crank.

End of Part I

Madge McEwen has succeeded Miss Cole as penmanship teacher in the Tarentum, Pa., High School this year. B. E. Bozman, who attended the Zanerian in 1906, is now engaged as Commercial teacher with the Federal Board of Vocational Education, Nauvoo, Illinois.



Flourishing

Plates by the Late C. C. Canan
Instructions by the Editor

LESSON 1

The plates appearing on this page were executed by the late C. C. Canan, one of the most skillful penmen who ever lived. They will be an inspiration to every one who enjoys graceful flourishes and sparkling shades, and this certainly includes most of us.

Flourishing has a charm of its own, and while not universally practiced is quite widely admired. It may not have a cash value for most persons, but it will afford many pleasant hours for those who pursue it. Also it helps to add gracefulness and dash to both business and ornamental penmanship.

The charm of flourishing is in its grace and freedom. It must have the appearance of being executed rapidly, and most flourishing is done rather quickly. You can not draw the strokes out slowly, and secure the effect desired.

The small illustrations show how to hold the pen. Use a straight holder and a flexible pen. The top of the holder points away from the body, and the paper is turned so that all shaded strokes are made away from the center of the body instead of toward the body, as is the case with ornamental penmanship.

Use a paper with a firm surface, and black ink such as is used for ornamental writing.

Begin with plate No. 1 and practice the first stroke until it can be made freely and gracefully. Notice that the shade is not very heavy and tapers from the middle both ways. The stroke is made upward to the left finishing with the turn made toward the body. This part of the stroke, of course, can not be shaded.

When individual strokes can be made with some degree of skill try a series, aiming to get all of them the same size and shape, and the shades the same thickness.

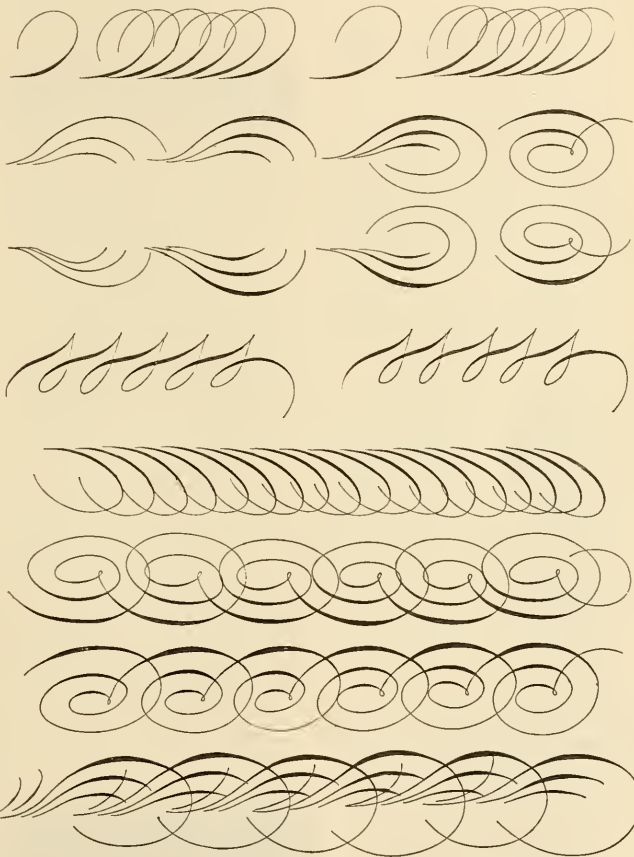
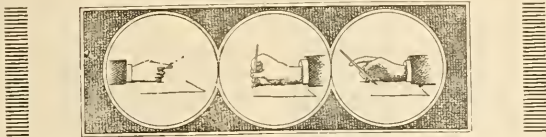
The more intricate designs given below should next be taken up. The last design in plate 1 is the foundation for many copies that are yet to follow.

Aim for gracefulness at all times. Keep up the speed so that lines are smooth and shades snappy.

Practice each exercise without shade until you can make it fairly well. Then shade lightly at first. Do not try to shade heavier than the copy.

Your first practice should be considerable larger than the copy, reducing the size later. It is helpful to practice the copies various sizes, keeping the same proportions.

Send a page of your best practice work with a dime to the Editor and receive criticism.



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CONVENTION CHAT

COMMERCIAL TEACHERS' SECTION

New York State Teachers' Association
Annual Meeting Buffalo, N. Y.,
November 21, 22, 23, 1921.

President—H. I. Good, Utica, N. Y.
Vice-President—W. E. Weaver, Buffalo, N. Y.
Secretary—Flora McMartin, Utica, N. Y.

PROGRAM

For the meeting, Tuesday, November 22, 1921, in the Assembly Hall of School No. 32, Cedar and Clinton Streets, Buffalo, N. Y.

Tuesday Morning

9:30—Part-time or Co-operative Commercial Training, Mr. S. B. Carlin, Director of Commercial Education, Rochester, N. Y.

10:15—The Commercial Law Course in the High School, Dean, Carlos C. Alden, Buffalo Law School, Buffalo, N. Y.

11:15—Evening School Commercial Education, Mr. F. G. Nichols, Director of Commercial Education, State Department of Public Instruction, Harrisburg, Pa.

12:00—Adjournment for Lunch.

Tuesday Afternoon

1:30—Teachers I Would Like to Have—and Others, Mr. J. H. Kutscher, Principal, Normal Commercial Department, Spencerian School of Commerce, Accounts and Finance, Cleveland, O.

2:15—Measuring Results in Commercial Education, Prof. Geo. Telford, Syracuse School of Business Administration, Syracuse University, Syracuse, N. Y.

3:00—Acquisition of Skill in Some Commercial Branches, Dr. John Forbes, Rochester Business Institute, Rochester, N. Y. Business Meeting.

Adjournment.

Wednesday Morning, Nov. 23, 1921

Joint Session of English and Commercial Sections, Technical High School, Eagle and Cedar Streets.

10:00—Business English for all High School Pupils, Dr. Dudley H. Miles, Evander Childs High School, New York City.

10:45—English in Business, Mr. Alex F. Osborne, Vice-President, Barton, Dursline & Osborn Advertising Firm, Buffalo, N. Y.

Note: It is suggested that each speaker invite questions and a general discussion of his subject, and allow some time for this purpose.

Your system or writing combines legibility and rapidity, and any one following the instructions as given will be sure to reach the desired goal. It is the constant effort to acquire precision that leads to success in penmanship.—John W. Gruver, Supt. of Schools, Bangor, Pa.

COMMERCIAL TEACHERS' SECTION AND PENMANSHIP SUPERVISORS' SECTION MINNESOTA EDUCATIONAL ASSOCIATION

President, Earl W. Atkinson St. Cloud, Minn.
Vice President, Christine Strom, Anoka, Minn.
Secretary, Mabel J. Olson, Minneapolis, Minn.

Minneapolis, Curtis Hotel,
Nov. 2 to 5, 1921

J. C. Brown, President, St. Cloud Teachers' College, St. Cloud—"The Opportunities of the Commercial Teacher."

Fred F. Wedell, High School, Mora, Minn.—"The Aim of the Commercial Course in High School."

Elizabeth O'Brien, Supervisor of Writing, Albert Lea, Minn.—"Qualifications of a Supervisor of Writing."

Irene Huss, Supervisor of Writing, Austin, Minn.—"Why Many Penmanship Teachers Fail."

Georgia Scott, Technical High School, St. Cloud, Minn.—"Typewriting to Music, with Demonstrations."

Addie Brown, North High School, Minneapolis, Minn.—"Speeding up the Advanced Typewriting Classes."

G. A. Nichols, High School, Chisholm, Minn.—"Salesmanship and Advertising Courses in the High School."

Molly K. Dearborn, High School, White Bear Lake, Minn.—"Business English Versus Literary English in the Commercial Dept."

Alice Newsstrand, Mechanics Art High School, St. Paul, Minn.—"Hints and Helps in Teaching Gregg Short-hand."

Geo. H. Pollard, North High School, Minneapolis, Minn.—"Hints and Helps in Teaching Bookkeeping."

P. L. Greenwood, South High School, Minneapolis, Minn.—"High School Penmanship and Specimens."

Ema V. Prusha, Supervisor of Writing, Virginia, Minn.—"Observations and Experiences of a Penmanship Supervisor."

E. M. Phillips, State Director Vocational Education, St. Paul, Minn.—"Qualifications of a Commercial Teacher."

J. Cleveland Runk, U. S. Federal Board of Vocational Training—"What shall we expect from the Commercial Departments?"

MONTANA STATE TEACHERS' ASSOCIATION

The officers of the Montana State Teachers' Association predict the largest attendance in the history of their Association, at the thirty-first annual Convention that will be held at Great Falls, Montana, on Monday, Tuesday, Wednesday, November 21st, 22nd, 23rd, 1921.

The membership of the Association is about five thousand, which is the largest since its inception. Last year Colonel Ayres gave to the world, a report placing Montana first in the rank of public school education and with this in mind, the Montana Teachers' Association is striving to that end to be more efficient and of greater service to its members each year.

The Great Falls Commercial Club is working in conjunction with the officers of the Association in the arranging of details of the Convention. The securing of meeting places, preparing of publicity, compiling information for programs are now in the making.

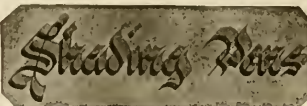
Four speakers of national prominence have been secured for this important Convention:

W. G. McAdoo, former Secretary of the Treasury and Director of Railroads; Franklin Lowden, former Governor of Illinois and candidate for President of the United States on the Republican ticket last fall; Editor T. Devine of the Survey Magazine and a well-known author, and Professor Peter T. Dykema, from the University of Wisconsin.

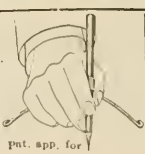
In addition to these men, State and local speakers will be placed on the program.

The officers and executive committee are as follows: President, Principal F. L. Cummings, Lewistown; First Vice-President, S. R. Logan, Hardin; Second Vice-President, State Supt. May Trumper, Helena; Treas-

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rer, Supt. D. S. Williams, Glasgow; Secretary, Oscar Boland, Lewistown. Executive Committee: Principal F. L. Cummings, Chairman, Lewistown; Professor J. H. Underwood, Missoula; Supt. R. J. Cunningham, Bozeman; Supt. C. W. Grandey, Terry; Oscar Boland, Lewistown.



The above is a likeness of Harry M. Vaughn, penmanship teacher in Peabody College, Nashville, Tenn. The story of Mr. Vaughn's struggle for success in penmanship is very interesting, and should be an inspiration to those beginning the art.

Mr. Vaughn not only had all the obstacles which all have to overcome in learning penmanship, but was also handicapped by having lost his left hand. In 1919, he drifted into the Zanerian from Nashville, Tenn. As a student we found him very enthusiastic, painstaking and earnest. By hard work he has developed his penmanship to a wonderfully high degree of excellence. Recently he won the BUSINESS EDUCATOR Professional Certificate, which is something very few penmen succeed in winning.

Because of Mr. Vaughn's skill in penmanship, his disposition for work and his ability to master details and overcome obstacles, we predict a very brilliant future for him.

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Written Cards, Lined Finish, per 100	2.50

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If you buy one dozen of my superb Write En Cards, I will send you, FREE, a beautiful specimen of my ornamental penmanship for your scrap book. Only 45 cents. Your work classes along with that of the best in this country. — F. F. Tamm, Jr.

M. Otero Colmenero,

P. O. Box 488, San Juan, Porto Rico.



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that make your eyes twinkle with delight. No scrap book is complete without one of my tinted (all colors) and embellished gems from my knife.

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FLOURISHED DESIGN

Owing to many requests for some old time flourishing we have prepared and present in this connection a specimen for this month's study and practice.



Lay off design roughly in pencil giving attention to balance and masses. The two words "Business Educator" should be penciled carefully to obtain uniform size and spacing. The other lettering was written with a broad pen and finished with a fine pointed pen. Outline initials "B" and "E" with a fine pen before adding the tinting.

The flourishing was executed with the whole arm movement, with special attention to the arrangement of light and shaded strokes. Color values in flourishing, as in painting, must receive careful attention. Flourishing seems to be out of date but it is a means to an end in developing grace, harmony and artistic sense.

Use Zanerian India ink for all kinds of artistic pen work, especially in preparing specimens for the engraver.

ALVAN V. LEECH DEAD

A. V. Leech, owner and manager of Leech's Actual Business College, Greensburg, Pa., died on May 29, 1921.

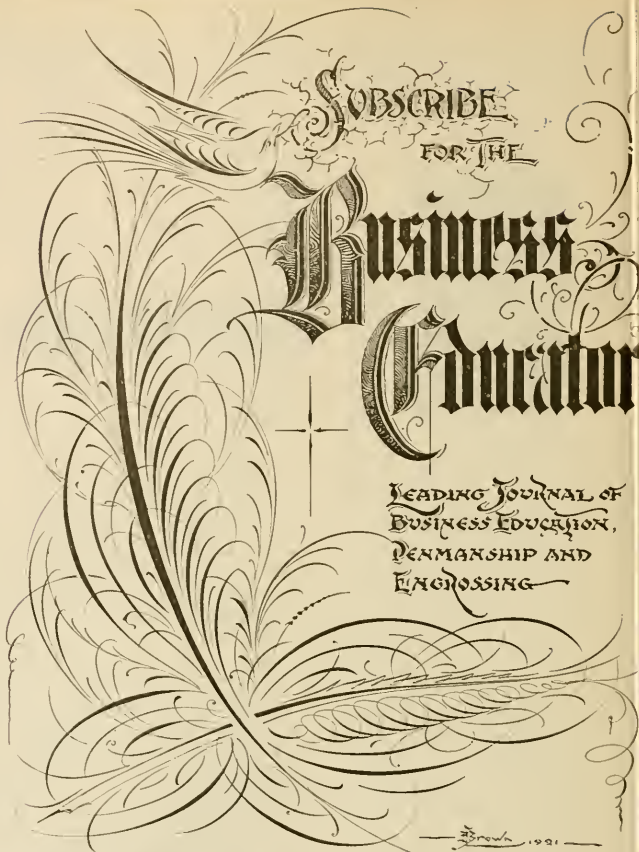
While we have never met Mr. Leech personally, we had learned to know him quite well through correspondence extending over a period of many years. Mr. Leech was a man of high ideals, and the work he accomplished made him widely known. We extend our sympathy to his family and co-workers.

Mr. I. D. Ruff, who has been associated with Mr. Leech during the past six years, has been selected by Mrs. Leech to head the institution. In a recent letter Mr. Ruff writes:

"Since his death, Mrs. Leech, to whom he has left his estate, has highly honored me by giving me the position as manager. You may be assured that I am going to do my best to keep Leech's Actual Business College on the map in good old Pennsylvania.

"We have a fairly good school this year with good prospects for a better future."

We are well acquainted with Mr. Ruff, and feel very sure that he possesses the right qualities to make a fine success of the work and responsibilities placed on his shoulders.



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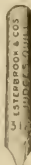
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This No. 312 is a fine pointed Stub Pen of good size, easy of action and very durable.

The Esterbrook Pen Manufacturing Co., 92-100 Delaware Avenue Camden, N. J.



BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Public Accounting and Auditing, by J. F. Sherwood, C. P. A. Published by South-Western Publishing Company, Cincinnati. Two Volumes, 238 pages each. Cloth.

Volume No. 1 outlines the steps to be taken in making a balance sheet audit. Each chapter is arranged under the following heads: First, Accounting Theory; Second, Auditing Theory; Third, Auditing Procedure.

The phase of Commercial Law which applies to the question under discussion is also treated in each chapter.

At the end of each chapter questions are given under the following heads: Theory Questions, Accounting Problems, Legal Question. The questions are taken from C. P. A. or Accounting Institute examinations and are, therefore, just the kind of questions that applicants for a C. P. A. degree will probably have to answer.

Volume No. 2 is a discussion of the Accounting Problems to be met with in Partnership Accounting, Corporation Accounting, Systematizing, and Federal Income Taxes.

These texts are recommended to the junior or senior accountant who is preparing for the C. P. A. examination; to the student of accounting preparing for public practice or for advancement; to the business man seeking information regarding accounting practice or income tax procedure; to the accountant planning to install an accounting system, and to the auditor desiring information with regard to various classes of audits.

Spanish, by Oscar Galeno, Prof. of Spanish. Published by the Gregg Publishing Company, New York. Cloth cover, 276 pages.

The aim of this book is to give the student the opportunity to learn the Spanish language in a practical and interesting way, and to furnish that foundation which is so hard to secure through the study of grammar alone and which teachers often find tedious and painstaking. In this work the author has endeavored to modify the Direct Method to the extent necessary to make it intelligible and interesting to the self-student with such aid as he may be able to secure, as well as for class and school work.

This work, consisting of three books, is issued for general use, in the endeavor to help teach the Spanish language in a manner that will teach the spoken, as well as the written or printed word, by presenting it to the student in a natural and practical manner.

New Orthography and Orthoepey, by Frank B. Irish. Published by Lloyd Adams Noble, New York City, N. Y. Cloth cover, 137 pages.

This book treats on the fundamentals and essentials of education. Without language education would be impossible.

As the best way to acquire a quick feeling for choice language and an exact and nice use of words is to read great books, this book has been so planned that the pupil will constantly renew his acquaintance with great writers by finding on nearly every page helpful quotations in forceful and often beautiful language, and as a winning invitation to read the entire poem or prose production. Both the name of the writer and where to find the selection are given in nearly all cases.

Self-Help English Lessons, First Book, by Julia Helen Wohlfarth. Illustrated by Fred Richardson. Published by World Book Company. 25 pages. Cloth cover.

This book is intended for use in primary and upper grades. It aims to teach children not only to use the English language correctly and effectively and to enjoy it with constantly growing appreciation, but also to become independent and self-reliant in their efforts to reach the goal.

In pursuance of these aims the books are as far as possible self-teaching, while this quality by no means eliminates the teacher. The books instead of being tools in her hands become her allies.

The series includes a Teachers' Manual, a copy of which should be in the hands of every teacher. The Manual supplies matter for the unstudied dictation lessons and for all other activities in connection with which the lessons assert that the teacher will do certain things. It also gives many suggestions that will enable teachers to contribute to the lessons the added touch which is particularly effective, because it is in the pupil's book.

Negocios Con La America Espanola, by Earl S. Harrison, Head of the Spanish Department, Commercial High School, Brooklyn, New York. Published by The Gregg Publishing Company, New York City, N. Y. Cloth cover, 108 pages.

The purpose in presenting this work has been to round out the knowledge of those who desire to master the language for commercial purposes. After each selection in the text appear questions in Spanish and exercises. The exercises are intended to give practice in the vocabulary and idioms for the purpose of impressing on the mind of the student new words and expressions. The text may be used by any one who knows the ordinary principles of Spanish grammar.

Graded Sentences for Analysis, by Mary B. Rossman and Mary W. Mills. Published by Lloyd Adams Noble, New York City, N. Y. Cloth cover, 77 pages.

The book contains 1200 sentences for class study. The sentences have been selected from the best literature and are systematically graded for class use.

While the sentences follow a definite grammatical sequence, the arrangement is such that the book can be used in connection with any standard grammar.

Graded Exercises in Punctuation and Use of Capitals, by Elmer William Smith, Colgate University. Published by Lloyd Adams Noble, New York City, N. Y.

This method of teaching punctuation requires the pupil to commit one or two rules at a time and gives ample exercise in applying them to a variety of sentence forms before passing to the next. Each exercise, by omission of the punctuation marks, provides for the application of all of the preceding rules but none of the succeeding. By this method the pupil is constantly applying rules already learned, but is not confused by trying to apply rules before they are understood.

Selected Writings of Abraham Lincoln, edited by Albert Bushnell Hart, LL. D., Litt. D. Published by The Gregg Publishing Company. 345 pages.

The book contains a brief sketch of "the many sided Lincoln," a number of autobiographies written at various times and a Lincoln Chronology, giving the dates of the principal events of his life.

The greater part of the book is taken up with Lincoln's speeches, letters, and state papers arranged in chronological order.

Lincoln was a powerful speaker, and writer of plain effective English. He was the foremost figure of a critical and stirring time in history. The book is therefore valuable to the student of history, and should be an excellent dictation book for advanced shorthand students.

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October 21, 1918

Amateur Championship Record

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145 net words a minute for 30 minutes
October 15, 1917

Novice Championship Record

Miss Hortense S. Stollnitz
114 net words a minute for 15 minutes
October 25, 1915

World's Accuracy Record in Competition for

Thirty Minutes
October 25, 1918

Gross	Miss Lillian Baker	
2078	Errors	Net words a minute
	0	69

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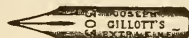
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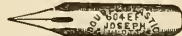
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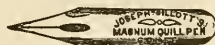
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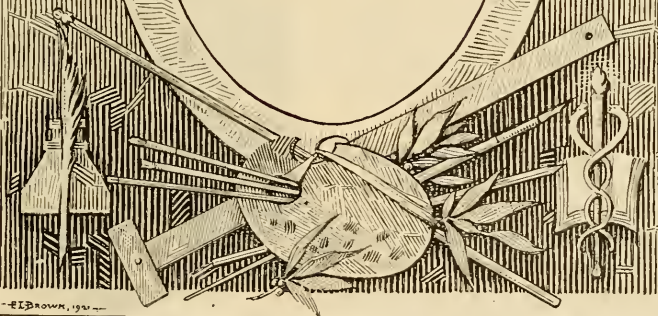
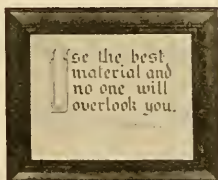
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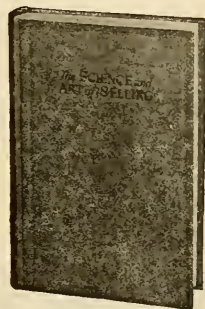
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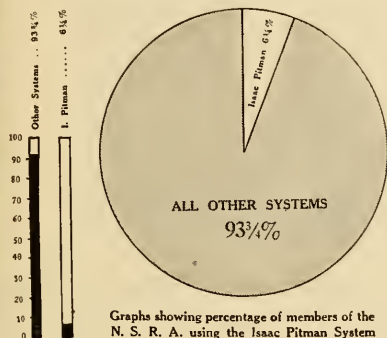
Why Do So Few Reporters Write the Oldest Pitmanic System?

That is an interesting question suggested by running through the 1920 report of the National Shorthand Reporters' Association. The roster shows that only fifty-seven (6 1/4 per cent) of the total membership claim to write Isaac Pitman shorthand, the original Pitmanic system. Eight of these are Canadian reporters. The graph visualizes the situation. This is the amazing representation in the leading body of professional reporters of the oldest Pitmanic system in America after eighty-four years of teaching and vigorous advertising!

The roster of the association presents some other thought-provoking data. It shows, for example, that the original Pitman Shorthand has split up into forty-one varieties. (See Official Report, 1920, page 40.) This fact suggests another pertinent question. Why are there so many modifications of the original? The answer is quite simple and also quite convincing. "Changes" and "improvements" and "modifications" in a system are the result of discovered weaknesses by practical users—a recognized need for something better. The greater the number of developed defects, the greater the number of variations.

In support of this conclusion is the fact that the Standardization Committee of the association has been working for years to reduce suggested improvements to a workable basis. Incidentally, the labors of this body of earnest, practical reporters of high professional ideals, striving conscientiously for years to improve Pitmanic shorthand (but without tangible result), are about the most conclusive proof of the inadequacy of Pitmanic shorthand that could be offered. It explains why so few reporters use the original system, and why it ranks next to the lowest in reporter representation among the Pitmanic systems of any consequence—the lowest being the Munson, which more closely approaches the Isaac Pitman in general characteristics than any other.

The data to be derived from this report is enlightening, in view of the well-known tenacity of life of shorthand systems—as, for example, the Gurney system, which for more than one hundred years has been the official reporting system used in the British Parliament.



But What About Gregg Shorthand?

It is beside the point to discuss the reporter representation of Gregg Shorthand in an association which is composed largely of Pitmanic reporters, although the rapid increase of reporters using Gregg Shorthand is without a parallel in the history of shorthand. Gregg Shorthand is a mere stripling compared with the venerable systems represented in the association's roster. The writers of it naturally would not be found in abundance in an association which devoted so much of its attention to Pitmanic problems—such as "standardization," etc.

But this one fact is outstanding and significant: One of these Gregg members, Mr. Albert Schneider, won the world shorthand championship in the 1921 speed contest of the National Shorthand Reporters' Association, in defeating three former champions and the best Pitmanic writers that could be summoned to defend the cause of Pitmanic shorthand. He established a record on the most difficult kind of matter given in the contest: that has never been equalled by any other writer in any contest—211.2 words a minute net, with an accuracy of 98.32. In addition, he transcribed five of the highest speed dictations—173, 200, 215, 240, and 280 words a minute—in the time allotted for three—a feat that has never before been equalled. In the five dictations his average speed was 222 words a minute, and his average accuracy, 98.26. The speed and legibility of a shorthand was never more convincingly demonstrated.

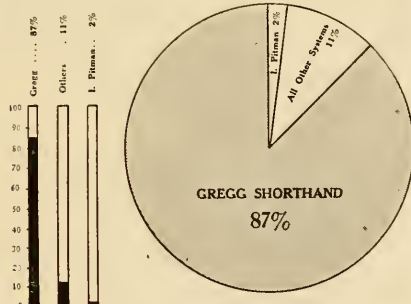
If speed and accuracy in shorthand writing are essential qualifications for a shorthand reporter, then there is not an argument left against Gregg Shorthand. Mr. Schneider defeated the best that the Pitmanic writers could produce, and he is the youngest and least experienced writer to win the championship.

Why Do So Few Schools Teach the Oldest Pitmanic System?

The oldest Pitmanic system in America—Isaac Pitman Shorthand—is taught in the high schools of but 2 per cent of the cities and towns of the United States whose high schools teach shorthand. May not the experience of the schools parallel the experience of the reporters?

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Miss Lillian Baker
Gross Errors Net words a minute
2078 0 69

World's Accuracy Record in Competition for Fifteen Minutes
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Miss Bessie Friedman
Gross Errors Net words a minute
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Best Stenographer's Accuracy Record
Fifteen Minutes
May 6, 1916

Mr. Howard G. Pfommer
Gross Errors Net words a minute
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VOLUME XXVII

COLUMBUS, OHIO, DECEMBER, 1921

NUMBER IV

STUDENTS THINK WE SHOULD GO

Read the arguments on the B. E. Arts page why you should attend the St. Louis meeting of the National Commercial Teachers' Federation on December 27, 28, 29 and 30. Then consider whether you can afford to remain away from a meeting which has aroused so much interest even among commercial students.

We congratulate the students whose letters are published here, and all others who took part in the contest. We have no doubt you have learned any things about commercial education, about St. Louis, and about business letter writing, which will be of value to you all through your lives. We also have a feeling that these letters will be the very best kind of advertising for the convention, and we look for a record-breaking attendance and an epoch-making meeting.

AMERICAN EDUCATION WEEK

The week of December 4 to 10 has been designated by the National Education Association and the American Legion as American Education Week. It is desired that various organizations shall take note of this and bring before the public in every way possible the importance of education and the needs of our schools. Teachers in both public and private schools should co-operate with all other agencies in this work, because the greater importance attached to education by the people of any community, the better will it be for the teachers in that community.

The contributions to the professional supplement this month are principally along the line of penmanship. Teachers and supervisors will want to read what is said about teaching penmanship in the first grade, the use of the blackboard and other questions. Among the contributors are the supervisors of penmanship, Cleveland, Ohio, and Pittsburgh, Pa.

REDUCED FARE TO ST. LOUIS

Arrangements have been completed by which the railroads within the territory of the following Passenger Associations are giving us a rate of one-and-a-half fare for the round trip on the certificate plan: Southeastern, Southwestern, Central, Western, Trunk Line, and New England Passenger Associations.

You must get from your ticket agent a certificate for each full fare for yourself and each dependent member of your family who may be traveling with you. This certificate, when properly signed to the General Secretary and the Joint Agent of the railroads will secure your return fare by the same route for one-half the regular rate.

Going tickets may be purchased on December 23 to 29, inclusive; validation December 30, with final return limit January 3.

Any further information may be had by writing the General Secretary, John Alfred White, 818 Monroe St., Gary, Ind.

LEVELING UP

For the last fifty years the trend of education has been toward uniformity. We have been told that every child should receive a good education. Public schools have been made free to all the children in this country. Opportunities for higher education have multiplied, and the number of students in these schools is vastly greater today than it was only a few years ago.

The fact that this wider extension of educational opportunities in a measure defeats the very purpose of education has not generally been recognized. Education began in an attempt

to make the educated men different from and superior to his fellows. This is shown especially in the degrees that are granted. The terms "bachelor" and "master" imply that the Bachelor of Arts or the Master of Arts is superior.

The honor in having such titles consists in being distinguished above your fellowmen. If every child were given the title of Master of Arts on the completion of the first grade none of us would be particularly proud of the title.

In recent years our idea of education has undergone a change. From being thought of as the maximum to which only a few could attain, a good general education is coming to be regarded as the minimum which all should secure. The result is that instead of education distinguishing a man above his fellows it puts him on a level with them.

Not only this, but our whole scheme of education is calculated to bring men to a dead level. Our common schools with their uniform requirements for graduation and their class methods of instruction, and our colleges and universities with their clearly-defined courses of study and requirements for degrees are molds in which men are made as much alike as it is possible to make them.

The remedy is not less education, but rather training which recognizes, and attempts to develop, individual differences.

The great factor in human progress is co-operation between men. Educated men, of course, can co-operate with better success than uneducated men; but a race of men trained to think alike and do the same things will fail in competition with a race each one of whom has his speciality. The training of men and women so as to develop their individual differences must be the next great step in educational advancement.

The BUSINESS EDUCATOR

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E. W. BLOSER - - - - - Business Manager

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The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertisements are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



HELPFUL WRITING LESSONS

By RENE GUILLARD

5247 Jefferson Street, Philadelphia, Pa.
Penman, Banks Business College

YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS FOR DECEMBER

The best penmen do their writing with ease. Their strokes are true and firm. There is a certain stability about their work that has come about through years of application.

There are styles of penmanship that are more easily acquired than others. Mr. Zaner was a great penman—greater than most people think. As the years pass my admiration grows more and more for his splendid style of business penmanship. It breathed

freedom in every line. It was the picture of strength. It was the very picture of the soul of a splendid man—a man whose gift from God was common sense. It represented the individual's strength of character. We can not do better than to imitate those who have left their great legacies to society. If we have the proper stick-to-itiveness, we have the advantage of going further than they because they left a standard to equal and to excel.

Madarasz had no such copies as his own to imitate. He went beyond his teachers and all the penmen of his

day. We have his wonderful penmanship to admire and to imitate. It is worth more than money—it is a permanent, wonderful possession to all friends of the beautiful in our profession. Although he died without money he left us more from a penmanship standpoint than any millions are living could do.

I have received some very fine work from Paul Tinker, Cleveland, Ohio; Spencerian Business College, G. E. Dailey, York, Pa.; A. R. Reelhorst, Stockton, Calif., and many others. Let me hear from more.

31 Y Y Y Y Y Y Y Y Y Y
Young Young Young Young Young
Yawn Your Young Yarn Yore Young
You can now earn more money You can

Lesson 31. The capital Y begins in the same way as the U. The loop, below the line, should be made short. Use an easy arm movement always. Do not lean against the desk but sit well back in the seat.

32 5 5 5 5 5 6 6 6 6 6 8 8 8 8 8 3 3 3 3 3
y y y may money yarn yarrow
yawn yawning memory yeoman young
worry worry worry worry worry

Lesson 32. The small y is very similar to the j. Make the loop short. Do it easily. If you are not doing it easily you are not doing it well. Aim to use pure arm movement in all your work.



³³ P P P P P P P P P P P P P P P
Panama Panacea Pyroxene Peony Piano
Poor men earn more money now. Paying
p p p p pump jump jumping pauper

Lesson 33. The P is not a difficult letter. Some teach to lift the pen after making the down stroke and then making the oval. I believe it is better to retrace. Make the oval full, avoiding flat places.

Watch the spacing between letters and between words. The spacing in the words should be such that all letters appear to be the same distance apart.

³⁴ E E E E E E E E E E E E
E E E E E E E E E E E E
Earn Economy Eager Ermine Enemy Emen
t t t t cement commit cannot comet

Lesson 34. The E is not as difficult as you may imagine. Use an easy arm movement. Don't use a jerky motion.

³⁵ s s s s scissors scissors scissors
scene seine sour sorrow sausage
A wise seaman soon saw seines
You can now use arm movement

Lesson 35. The small s is slightly taller than the other small letters. The first stroke is the same as the first stroke of the small letter i, extending slightly higher. The down stroke is curved until it comes in contact with the first part of the letter.

Sit well back in the chair, relax your muscles and imagine you can write as well as Courtney or Blosser. It is so much a condition of the mind.

³⁶ L L L L L L L L L L
Learn Learning Learn Learning
t t t t time tuition timorous trust
Learn to use an easy arm movement

Lesson 36. Practice Lesson 5 in September issue. These compound curves are invaluable for freedom. Notice that the intersection of the lines form two equal ovals.

The letter L is composed of two compound curves. Begin it with a tiny loop or dot and finish below the line while the pen is still in motion.

The small letter t is a very difficult letter, owing to the retrace. Notice that every t contains a letter i. Do not lift the pen in making the t.

Write several pages of the sentence given in this lesson.



³⁷ S S S S S S S S S

Saracens Sagacious Sacramento Somerset

Seven wise men saw summer scenes

Use an easy movement in writing

Lesson 37. The letter **S** is for me probably the hardest letter in the alphabet. The down stroke is a very abrupt compound curve. It must be made with a considerable amount of snap.

The last sentence in this lesson is the best advice I can give you. If an easy arm movement is used you will succeed in learning to write.

³⁸ T T T T T T T T T

F F F F F F F F F

d d d d d dime dive darn don't dew dormant

diving dwindle didactic deviate drone drive

Lesson 38. The top of the **T** and **F** is a compound curve. Compound curves are difficult. You should practice on Lesson 5, September issue, before taking up this lesson.

The **d** is a combination of the **a** and **t**.

³⁹ l l l l l line lane lime lame loom

larceny lament lampoon lancing learn

b b b b b babe baby baboon bail bacon

h h h h h hone home house honesty

harvest harpoons harness housing hair

Lesson 39. We now come to the loop letters. They are considered the most difficult of small letters. The down stroke is on the same slant as the down stroke of the **i**, **n**, **m**, etc. Notice that they are three times as high as the minimum letters.

The **l**, **b** and **h** are taken up in this lesson. The **b** is a combination of loop and the last part of the small letter **v**. The **h** is a combination of the loop and the last part of the small letter **n**.

Give this lesson a considerable amount of attention.

⁴⁰ H H H H H H H H H

Harvard Harvard Harvard Harvard

Have you the correct position? Harvard

The diminutive dancing dame danced daintily

Lesson 40. In the capital **H** both the reverse movement and direct movement come into play. The first part of the **H** begins with a small oval, as in the **M** and **N** that we have already had.

Work diligently. Work with confidence, and then send your efforts for criticism.



Supplementary Practice Work

A B C D E F G H I J K L
M N O P Q R S T U V W X Y
Z & Co 1 2 3 4 5 6 7 8 9 0 J. Griffith

For they conquer who believe
they can. Dryden.

Rapid business writing by John S. Griffiths, the skillful penman of the Englewood Business College, Chicago, Ill.

A fair face will get its praise
though the owner keeps silent.

A good book is the best of friends,
the same to-day and forever.

A bird is known by its note,
and a man by his talk.

An angry man opens his mouth
and shuts his eyes.

Advise not what is most pleas-
ant, but what is most useful.

Adversity is easier borne than
prosperity forgot.

Action must be founded on
knowledge.

The Road

Because our lives are cowardly and sly,
Because we do not dare to take or give,
Because we scowl and pass each other by,
We do not live, we do not dare to live!

We dive, each man, into his secret house,
And bolt the door and listen in affright,
Each timid man beside a timid spouse,
With timid children hiding out of sight

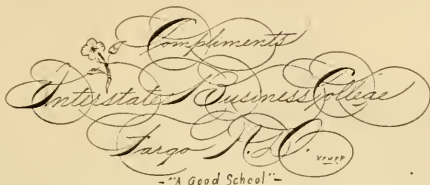
Kissing in secret, fighting secretly!
We crawl and hide like vermin in a hole,
Under the bravery of sun and sky
We flash our meanness of face and soul.

Let us go out and walk upon the road,
And quit for ever more the brickbuilt den,
The lock and key, the hidden, sly abode
That separates us from our fellow men.

And by contagion of the sun we may
Catch at a spark from that primeval fire,
And learn that we are better than our clay,
And equal to the peaks of our desire.

Script by Grisct.

—James Stephens



By F. A. Krupp, Penman in the above school

*Grace and Accuracy
are the qualities which, when
skillfully combined cause the
Art of Writing
to be
Universally Admired*

*Olive Maude Wherry
Santa Ana High School
Oct 31, 1921*



By E. A. Lupfer, Zanerian College, Columbus, Ohio

D. Beauchamp, Los Angeles, California, is to be credited with furnishing the epigrams which have appeared on our front page this year. These are specimens of the engrossing Mr. Beauchamp is doing, as advertised on another page of this number. This announcement should have been made sooner, but in some way was overlooked. The epigrams which have appeared can be furnished also on cards suitable for wall mottoes, with initials in red.

A GREAT PENMAN TO A GREAT ENGRAVER

Central High School,
St. Louis, October 28, 1921

Friend Montague:

Your Christmas cards are perfect gems of pen flourishing and engraving. Nothing finer or more beautiful at any price.

Sincerely,

H. B. LEHMAN.

The original is written in white ink on blue paper in Lehman's best style.

S. M. Blue, of Portland, Oregon, visited his Alma Mater, the Zanerian College of Penmanship, Columbus, Ohio, during the past summer and proved himself as valuable as he was years ago when he was connected with the institution. Finding the school well filled with pupils who were eager to receive instruction from him and secure specimens of his penmanship, and finding the engrossing department with many orders for certificates of proficiency in penmanship, Mr. Blue began at once to put in full days at teaching and engrossing while visiting.

Mr. Blue is small of stature but mighty with the pen. In fact, no man of his size has ever been known to throw a bolder shade. When he left, the one thought of all was: "Come again, Mr. Blue."

Clarksburg, W. Va., Oct. 12, 1921

The B. E. gets better all the time.—
Ida M. Gordon, Supervisor of Penmanship.

Favorite Lessons of Famous Teachers

No. 2

By Alice E. Benbow, Supervisor of Penmanship, Trenton, N. J.



The aim of the exercise is threefold:

1. To develop increased facility of lateral motion.
2. To aid connective slant.
3. To induce lightness of touch.

Develop the exercise as follows:

First present lateral ovals, proportion, reversed from regular slant oval where it is two wide to three high, becomes three wide to two high.

Second, practice the lateral oval 8-10 counts, spaced, touching and finally cutting. This makes what is known as the chain or link exercise.

Third, make twenty counts of compact straight line connected, aiming to make connective stroke coincide with the up or under curve of the lateral ovals.

Sprott-Shaw

VICTORIA

Business Institute

LIMITED

By E. A. Lupfer

Dear Sir,
I have the pleasure to inform you
that your order for a pair of
gloves has been received and will be
sent to you as soon as possible.
Very respectfully,
E. A. Lupfer



Teacher's Professional Edition

(Supplement)

Pages 17 to 28, Inclusive

"THE LETTER KILLETH"

St. Paul does not say which particular letter he had in mind, but we wonder sometimes if it may not have been the classical equivalents of A. B., Ph.D., and C. P. A.

These represent the efforts of educators to define, regulate and standardize courses and schools. To possess the right to place them after your baptismal cognomen and patronymic is evidence that you have conformed to the educational standards of the times.

St. Paul probably wouldn't have thought much of such degrees. He knew better than to think that the way to fame and fortune is to learn the things that somebody else knows and is willing to teach you. Instead of allowing his life to be guided and circumscribed by the dead letter of laws and degrees, it was filled with the spirit of life which is essentially the spirit of unrest.

Now, of course, the editor doesn't believe that degrees should be abolished, or that they are not something to be proud of. He knows, however, that a degree is a beginning and not an end, a jumping-off place and not a goal. Degrees are standards to be used as a means of learning, and not outlines to be learned.

Standards are necessary and often helpful, but standardization is a necessarily dead and deadening process. No man can become distinguished merely by learning what the schools have to teach, although to hear many college students express themselves, this is their sole aim in life. This standardization and consequent deadening is seriously affecting the usefulness of our colleges and universities. In most cases only the post-graduate students are encouraged to do anything more than absorb the facts which have been collected, analyzed and properly labeled by text book makers and teachers.

In recent years Business Colleges, too, have been smitten with the blighting spirit of standardization. In the early history of such schools they were gloriously free. Standardized courses of study were unknown. Teachers were enthusiastic developers of the personality of their students. While there was much to be desired in the courses of study and methods of teaching, yet the students and graduates generally were so aroused and inspired that they went out to become successful men and women. While the machinery may have been slight and crude, the pressure in the boilers was high, and the work done was often surprisingly good.

Today while the machinery is much more elaborate and more carefully

adjusted, too often the pressure in the boilers is not high enough to run the machinery and do much work besides.

It will be a mistake if business colleges surrender their place as pioneers in education, and fall back with the public schools into the rut of standardized courses and methods. The "letter" of curricula and requirements for graduation must not be allowed to kill the "spirit" of initiative and progress.

In other words, we must recognize requirements only as the minimum which all should reach; a foundation on which to build a superstructure. And our students must understand that if they stop with the foundation they are not really educated and can not expect any marked success.

AT ZANER'S TOMB

Sunday, October 16, 1921, was a perfect October day, and about the time of the year that Mrs. Blosser and I make one of our pilgrimages to the grave of C. P. Zaner. We usually take a High Street car to Greenlawn Avenue, which lies along the southwestern outskirts of the city, and walk west on that avenue, a distance of a mile or more, to the great city of the dead, Greenlawn Cemetery, where but a short distance from the east entrance lies all that remains of the man with whom I was daily associated for twenty-seven years.

We had not visited his tomb since July, when Mr. S. M. Blue, of Portland, Oregon, returned to the Zanerian College and desired to see the grave of his teacher and friend.

While we were standing at his grave the warm rays of the October sun came down upon us, while birds sang in trees near by whose foliage nature had painted in her fall colors of red, yellow, and green with many varying hues, some of which were so delicate as to fade from the eye; such colors as used to stir the very soul of the one who now rests there beneath the green sod.

Nature charmed Zaner. He loved her intensely, and was passionately fond of catching her in her changing moods and in depicting her in water colors. Now she has called him to her.

While we were seated near his grave talking of the man and his wife, the chest still heaved, the voice choked and the eyes blurred, notwithstanding the fact that it is now nearly three years since he was killed.

Presently the Shrine Chorus of the Masonic Order of Columbus, composed of sixty-nine voices, passed in red fez, and stopped at a tomb close by to give a memorial service for one of their late members, Al G. Field, of minstrel fame. I had never before

witnessed anything so impressive and beautiful in paying tribute to the dead.

Mr. Zaner was a man who will not soon be forgotten by those who knew him, and were it convenient for those with whom he came in contact to hold a memorial service at his grave I am sure that thousands would attend.

Mrs. Zaner is still in a critical condition as a result of the accident which took her husband from her. It is very doubtful whether she will ever recover anything like normal health. Having been delicate at best she seemed least able of all women to stand such a shock. Her suffering can, therefore, be imagined, and time does not seem to heal her injuries or lessen her grief.

Recently a man who knew Mr. Zaner and who is acquainted with Mrs. Zaner's condition, stated that while he doesn't possess much of this world's goods, he would cheerfully give all he has if by so doing he could return Mr. Zaner to his broken-hearted wife, and thus restore her to health.

Thus it has been with a man and a woman whom all would agree deserved a better fate, and who is there among us wise enough to understand why it should be so?

E. W. BLOSER.

The Knights of Columbus Historical Commission is offering prizes for original studies in American History. Manuscripts must be submitted not later than May 31, 1922. Persons interested should write to the Commission, 199 Massachusetts Avenue, Boston, Massachusetts, for copies of the booklets giving details.

L. E. Edgecomb, Principal of the Cortland, N. Y., Business Institute, recently wrote us: "We have a good class this year, and they are working well. Think we shall get good results from the Business Educator."

Mr. Edgecomb has already sent a club of twenty-six subscriptions.

In another letter he said, "We made a good record in winning Certificates last year, and I am going to make a hustle for them this year. It is a stimulator and a goal, and helps."

Self-confidence is pride in what you have done; self-conceit is pride in what you think you can do.

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MENTAL MEANDERINGS

By CARL MARSHALL
Alhambra, California

Where Dainties Don't Count

When I plunged into the savage wilderness of this rough-hewn country last Spring to stay for perhaps a year, the folks said, "You will soon tire of it. A man who for a quarter of a century, has dwelt among the dainty refinements of civilization, cannot drop back into the frontier crudities of

1850, without feeling like a petted Persian cat whose lot has suddenly been cast in a groundhog's den. It's all well enough for a week or two, but wait till you go for a whole month without daily papers or laundries or bathtubs or shoe-shines or salads." At first, I thought they might be right, but they weren't. In the presence of more important things, I have found these and other dainties entirely dispensable. Until a man learns the relative unimportance of mere physical conveniences and comforts, he is likely to lose the best part of life. When one returns from a five-mile botanizing jaunt with his specimen case laden with rarities, will he worry because he is to have baked beans and bacon for dinner instead of Philadelphia capon with cream sauce? And when he is victorious after a thirty-minute fight with an eight-pound salmon trout, will he feel poor because he takes his cleansing plunge in a secluded pool of a mountain stream instead of in a porcelain tub on the eighteenth floor? Face to face with the big crude things of Nature, how puny and piffing seem these lazy luxuries of city life! I have a theory that there is in every unspoiled normal man a wholesome atavism that draws him back to the unadorned, virile life of the nomad. It is not possible for the whole human race to take to the woods, but it is good for every man and woman to yield to the pull occasionally, and get out where there is iron for the blood, lime for the backbone and endurance tests for the nerves.

Nor is the outdoors all physical. Our poetry and art began in nature love, and most of it that is worth while remains there. Religion was not the invention of priests, as the silly iconoclasts are so fond of asserting, but grew and thrived in the souls of the simple old shepherds and soothsayers, who read the name of God in the midnight sky, or heard it whispered in the silences of the forest. Men need the mystic ministry of the mountain, the forest and the sea to give them spiritual as well as physical restoration. That old poet knew what he was talking about when

he said, "The groves were God's first temples."

Let The United States of Teachers America is the greatest convention country on the face of the earth. Every-

body who does anything wants to hear from the other fellow who does the same thing. It is the American spirit of fellowship, which began with the Pilgrims who held a convention and elected officers and prepared a program for their future action before they disembarked from the Mayflower. In fact, the convention is the first cog in the wheel of our democracy, and so it is, that we have conventions, county, district, state, and national, of about everybody from bartenders to bishops, and for the ventilation of every interest from politics to pig-raising.

The essence of the convention is untrammeled discussion. It is a place where ideas are assembled, threshed out, assorted and graded according to value. The humblest member will be listened to if he has something to say. If he only thinks he has, he can be suppressed, either by being howled down or by somebody's moving the previous question.

In the "good old days," as one of my correspondents puts it, that was the way we ran teachers' conventions, but alas, and alas! those times are past. The Muddlers (to whom I have paid my respects in a previous Meandering) have changed all that. They have, in the plenitude of their inscrutable wisdom, finally planned things so that teachers' conventions no longer talk. They are talked at. It is kindly but firmly impressed upon the teacher that he does not really know enough to talk about the ins and outs of his job as he did in the old days. It is vastly better, so he is told, to leave this to an expert, who comes with the ideas all predigested and carefully labeled and wrapped up ready to hand out. The convention member is thus happily relieved from responsibility, brain lag, and other convention worries. All he needs is ears; his brain, admitting he has any, is not required. Indeed, he does not even need to listen to the expert professional convention spieler unless he chooses, as the paper will appear in the convention report or his educational journal. So he can take in "The Folies" or a movie if he wants to and have a perfectly good alibi.

It will be conceded that there is a certain convenience in thus conducting conventions by proxy, just as it might be convenient for a busy man to have his secretary eat a dinner that he has ordered but has not the time to dispose of himself. The only trou-

ble is that in carrying out a convention program, as in eating a dinner, he that does it gets the benefit. We have all learned long ago, that telling is no teaching; that working ideas are not put into people's heads by the easy process used in filling a jug. Ideas must be worked in. Teachers no more than pupils, can advance in knowledge and skill through mere absorption of others' thoughts. Our teachers, and especially our young teachers, need the valuable and brain-testing ordeal of rough and tumble discussion on the convention floor. It was this that made the old-time teachers' conventions so mentally and professionally stimulating to those who attended them. What a master lot of brainy and efficient commercial educators were developed from those virile young men who seventy-five years ago formed the "Bryant and Stratton Chain"! Fortunately, they had no highbrow theorists and lobbyists to hold them in awe when they got together. They simply stood up and scrapper lustily with one another, learning to take lickings and give them,—to talk and think while on their feet. Out of this group came men like Silas Packard, H. B. Bryant, Robert Spencer, G. W. Brown, George Soule, Dr. Carpenter and other of the "Fathers" of commercial education. Later on this same spirit of free discussion was carried out in the earlier meetings of the "Business Educators' Association" and its successor, the "Federation of Commercial Educators". I, for one, would like to see a return to the days when those who conducted teachers' conventions furnished their own pep. Speaking personally, I began attending teachers' meetings ("Teachers' Institutes" we called them in those days) in 1872. I am very sure that I have been benefited more during my teaching life through these meetings than I have by all the lectures I have heard and all the books I have read on pedagogy. But the benefit came to me by getting into the game, not by sitting like a knot on a log while the other fellow did the talking.

The high-flown convention paper may be very fine to listen to, but you may remember what the old campaigner said about the military parade: "Very beautiful, gentlemen, but it isn't war."

Can Thrift Be Taught? In view of present conditions, this is an important question. There are at this writing, anywhere from three to four millions of men and women in this country that are out of a job. A large majority of them are also out of money. Of course the rest of us are not going to let these jobless folk starve, but we have a right to ask them why they are in this unfortunate fix. Most of them would probably lay the blame on the Government, on the trusts, on the profiteers, on anything, in fact, but their own sweet selves. Maybe one in a million would frankly admit that the

(Continued on page 22)



Department of

PUBLIC SCHOOL WRITING

OUTLINES AND SUGGESTIONS FOR TEACHERS AND SUPERVISORS

By H. A. Roush, Wilmington, Del.,
High School

This series will continue through the year, and will cover the work in all grades. Mr. Roush is a skillful penman and an experienced teacher of penmanship. His suggestions for teaching penmanship will, we are sure, be of interest to supervisors and teachers everywhere.

SEVENTH GRADE WRITING

Zaner Manual No. 7. Pen wiper, Paper, $\frac{3}{4}$ -inch ruling.

Teachers should be familiar with Manuals 6 and 8.

The seventh and eighth years represent periods of automatic writing. Individuality and speed should now be developed. Correct position and arm movement should long ago have become a habit. The pupils should be able to execute good writing at a rapid rate of speed.

Give much sentence and paragraph writing. Dictation exercises and original composition make an excellent writing drill.

Accept no careless or slovenly writing.

Give cross-practice, thereby schooling the eye in direction and size.

Count rhythmically and without too much effort.

Two-space drills develop a reserve motion and thus make the writing free and easy.

Manual shows size of writing.

Use the pen as much as possible in all written work.

Give special attention to margins, spacing, size and slant of writing, and the arrangement of the work on the page.

Let the Major be writing, the Minor, direction. Pass quietly around, giving individual attention and copies as needed.

Follow weekly outlines in the Manual.

Thirty-third Week. Have pupils practice their signatures and those of the other members of the class. Show them (especially the boys) how to join their initials to make a good business signature. Have all pupils practice one signature at a time from your blackboard copy.

Thirty-fourth Week. Review second week.

Thirty-fifth Week. Review third week.

Thirty-sixth Week. Review fourth week.

EIGHTH GRADE WRITING

Although different styles of writing are shown, have the pupils use a normal style, devoid of extremes, in their regular work.

Watch indentation in the writing of paragraphs; and margins, general arrangement and punctuation in the let-

ter. Have no other writing on the sheet. Other letters may be presented or dictated.

Study the business forms carefully and write them over many times. The wording may be changed or other forms may be taken from the Arithmetic lesson. If rulers are handy, it will add to the appearance of these forms to enclose them in single or double ruled lines. If possible, use red ink for this purpose; if not, blue will do. Do not enclose the heading. Introduce others, and thereby avoid the monotony of too much repetition.

GENERAL SUGGESTIONS IN WRITING

24. In the upper grades have a good deal of practice on sentences, whole paragraphs and original composition. Writing from dictation is an excellent exercise.

25. Do you practice your writing lessons before attempting to teach them? You should.

26. Three Writing Contests for the pennant may be held during the year in the Fifth, Sixth, Seventh and Eighth Grades. These should be announced several days in advance.

27. About one minute spent in dry pen practice at the beginning of the lesson will be found helpful, particularly in the lower grades. When the lesson consists entirely of words and sentences start with one line of good movement drill. But do more writing of letters, words and sentences than of movement drills.

28. Lower left corner of paper should point toward the center of the body. Left hand should hold paper along the left edge a few lines above the one on which the writing is being done.

29. Teachers should read and study most thoroughly the instructions in the front part of their Manuals before starting to teach the lesson for the first week. These general instructions should be read and studied several times each term.

30. Use beginning strokes starting from the base line on a, c, d, g, o and q in grades 1, 2, 3 and 4. In grades 5, 6, 7 and 8 this is optional.

31. If your writing is graded according to the Zaner Scale, it may be exchanged and compared with the writing of other cities this year. Write the publishers regarding this.

32. Write blackboard copies on the front board in the center of your room where all the pupils can best see them.

33. Name slips pasted on card-board are helpful to pupils in Second, Third and Fourth Grades. In Second Grade, full name of pupil should be written with pencil the proper size.

In Third and Fourth Grades, full name of pupil should be written with ink on left half of slip, date in full on right half. In upper grades no name slips need be written, but all pupils will head papers properly, leaving one space after name before writing.

34. Pen wipers prolong the life of pens. Have pupils close ink wells when not in use. All pupils must follow signals promptly for getting out writing material and returning it to the desk.

35. When starting the writing class have the pupils open their Practice Books or Compendiums to the lesson and place book in the upper left corner of the desk. They will study the copy and make frequent comparisons with their writing. The teacher will put the copy on the blackboard, thereby showing how it is written, explaining the count, etc. The blackboard may also be used to call attention to class errors.

36. Make short sentences come out to the margin by repeating the first letter or word. This will apply to a few sentences in the upper grades. Make sure that the sentence is really short and that the pupil used normal spacing, rather than pinching or cramping the writing. Margins at beginning and end of the line should be $\frac{1}{4}$ -inch wide.

37. Toward the close of the term the Supervisor may send to each Grade and High School Building a model plate showing what is required for the Zaner Certificates. Many of the Seventh and Eighth Grade pupils may receive the Grammar Grade Certificate, and most of the High School pupils should be able to secure the High School Certificate. All teachers should strive to receive the Teachers' Certificate as evidence of their ability to execute and teach Arm Movement Writing.

PENMANSHIP JINGLES

The verses below were written by pupils in the Evansville, Indiana, Public Schools, and printed at Central High School. A total of thirteen verses by as many different pupils were printed on the leaflet. This is a suggestion for other teachers and supervisors to interest their pupils in putting penmanship instructions in verse form:

Near the knuckle, rest the pen,
You can make good ovals then.
—Jessie Lea Jones.

* * *

If some of the pencils that I see
Knew how to talk to you and me,
They'd say "Ouch! ouch!" with all
their might.
"Little boy, little girl, don't hold
me so tight."

—Clara Reller.

* * *

If your writing I'm to read,
You must practice the things you
need;

Sit up straight just like a weed,
Watch your slant as well as your
speed.

—Earl Deweese.



The City Supervisor

Helpful Articles by the Heads of the Penmanship Departments of Pittsburgh, Pa., and Cleveland, O.

SUPERVISING GRADES 1 AND 2

Elmer G. Miller, Supervisor of Penmanship, Pittsburgh, Pa.

One of our leading educators has truly said that "the teaching of handwriting is probably dominated more by tradition than any other school subject." This is perhaps partially due to the fact that not until recently have we had any important educational publications on the psychology and pedagogy of this most useful art. It is also true that writing has been one of the last of the school subjects to assume a new importance in the educational world and to be regarded as worthy of the newer educational thought.

The teaching of handwriting assumed an entirely different outlook the moment that an educational psychology and an experimental pedagogy began to be developed by such men as Dr. Charles H. Judd and Dr. Frank N. Freeman of the Chicago University. Since then we have had quite a number of valuable contributions. These authorities do not differ a great deal on the method of presenting the subject to children from the third to the eighth grades, inclusive. In fact, the methods of presentation in High Schools is somewhat similar to that in the grammar grades. I mean to say that most authorities agree on the main points to be emphasized. There is, however, a much wider range of opinion as to just how the subject should be presented to children in the first and second grades, and sometimes the third grade is included in this group.

Just how to make the writing function in the primary grades seems to be the big problem. We have tried to have all the work in the first two grades done on the blackboard, which some authorities claim will solve the problem, but in our own city this plan has not been entirely satisfactory. If functional writing is to be done in the first grades other than that upon the blackboard, it is usually conceded that it is generally done with finger movement. They say with relaxed finger movement, if there can be such a movement for beginning pupils.

Some authors advocate muscular movement from the start, while others are just as heartily in favor of the whole arm movement. It is difficult to decide whether either method is worth the effort put forth in attempting to teach it, if we compare the results with the scientific arguments given by Dr. Frank Freeman in the May, 1921, number of the Journal of Educational Psychology. He states in part that, "Few supervisors question the correctness of this opinion." The investigation of several hundred children, most of whom had been

given strenuous drill in arm movement writing is most interesting. This analysis was made by means of an instrument which gave a tracing of the movement used. I think it is called a "kinetoscopic camera." The author of this article pays Charles Paxton Zaner a very high tribute, which confirms the belief of thousands of teachers that Mr. Zaner was a recognized authority on handwriting. On page 256 he says, "Standard position illustrated by the late Mr. C. P. Zaner, one of the best known writing specialists and teachers. This position, however, deviates slightly from the rigid regulations already alluded to." This one deviation with many others go to show the broad-mindedness of our beloved friend, Daddy Zaner. I could comment further on this article but I am going to urge every supervisor to read and to study it carefully. It will provoke some thought on the methods we are now using. Some of the statements, upon first reading, may cause many supervisors who have had actual teaching experience in the classroom, to wonder whether it is really worth while to attempt to teach anything but a relaxed finger movement where school authorities require functional writing in the primary grades.

There are not many supervisors who claim to have completely solved this problem. I am frank to state that we have not worked it out to the entire satisfaction of all concerned, but we are encouraging as much blackboard work as possible, and in most schools there is no writing given as "busy work". It is safe to say that all written work in the primary grades should be supervised by the regular classroom teacher. It would be quite worth while to learn the experiences of those primary teachers who have solved this problem and who are willing to let visitors observe how their pupils actually behave when they are writing the language lessons.

THE QUALIFICATIONS OF THE PENMANSHIP SUPERVISOR

C. A. Barnett, Supervisor of Writing, Cleveland, Ohio

(From a paper read before the Penmanship Section of the North East Ohio Teachers' Association, Cleveland, Ohio.)

What qualifications must one have to succeed in this line of work during the next twenty years? Who will be responsible for the successful teaching of Practical Business Writing in North-Eastern Ohio for the next generation? School Authorities, Penmanship Systems or Special Teachers and Supervisors of Writing? I believe that we must say that we here assembled and our successors must be responsible for the continuance of supervision in this line.

Some remarks about the work and workers, past and present, seem to be necessary before making statement about the elements of success in the work and workers of the future. Platt R. Spencer, the originator of the great Spencerian System, and his illustrious sons, Lyman P. Spencer and Platt R. Spencer, Jr., show us something of the qualities of mind and heart that made their work eminently successful.

We have often heard it said that Platt R. Spencer got the idea of the beautiful curves and graceful line used in his writing from the rippling waves of the shores of beautiful Lake Erie and therefore his system of writing was, and is, one of grace and beauty as well as utility. Mr. Spencer was a man of culture, a fine public speaker and orator and the author of many short poems and verses almost all of them inspired by, and dedicated to, his beloved Art. He was an enthusiastic teacher, and he used all of his great power and ability to create interest and develop skill on the part of his students that they might be able to spread this useful art to future generations, and this was accomplished.

Of his five sons, Lyman and Platt R., Jr., perhaps are best known to us from a penmanship standpoint. Lyman Spencer was considered the most skillful pen artist that this country has ever produced. One of his masterpieces exhibited in Philadelphia in 1876 is now in the possession of the American Book Company, New York, and is valued at \$10,000. Lyman Spencer devoted most of his professional life to producing numerous editions of Penmanship under the Spencerian name, in fact, he executed all of their finest work for reproduction and did much of the engraving. Lyman Spencer did little or no teaching.

Platt R. Spencer, Jr., was the great teacher of the Spencers best known to us. Some of his illustrious pupils whom many of us have known are H. B. Lehman, of St. Louis, perhaps the best living Spencerian writer, Mr. A. A. Clark, for 33 years the beloved and honored supervisor of writing in Cleveland, and our late lamented C. P. Zaner, of whom I shall speak later. Platt R. Spencer, Jr., did his teaching almost entirely in the city of Cleveland in the institution that has had a continuous existence for over 70 years under the name Spencerian. Many beautiful specimens of penmanship executed by the Spencers and their followers are in the Historic Collection of Pen work in the Spencerian today, and in Memorial Spencerian Library at Geneva are also many pieces of elaborate and ornate pen work.

I met Lyman and Platt R. Spencer in New York a few years ago and spent an entire day with them. Lyman Spencer was then 72 years old and Platt R. was 82. Lyman was ill then and had to lie upon the couch most of the day. Platt R., who is still living, was robust and in good spirits. Their lives were gentle, and the elements were so mixed in them that all the world can say "these were men



indeed." The Spencerian in Cleveland for almost three-quarters of a century has been heralded as the birth place of Business Penmanship in America and with it the sweet association of Platt R. Spencer and his famous sons and their successors, all of them having extraordinary skill and teaching ability.

A. N. Palmer, a man of wonderful power and pleasing personality and consummate skill, great business ability and boundless, perennial enthusiasm, appeared as a cloud no bigger than a man's hand in the Western horizon something over 30 years ago, and a decade or two later, after establishing a Business College, which he still owns, and founding, editing and publishing the Western Penman for many years, and organizing the Western Penmen's Association out of which grew the National Commercial Teachers' Federation, and publishing a series of lessons on Muscular Movement Business Writing Lessons which he called the Palmer Method, which were used in Business Colleges and Catholic Institutions of the Country, he conceived the idea of making his Method universal by introducing it into the Public Schools of this country, and by this time the cloud in the West had gained such impetus and momentum that he came East like a mighty whirlwind of terrific force and power and he is in the great field today, a dynamo of enthusiasm and energy and cheerfulness at the age of 58. I have always held Mr. Palmer in great esteem for what he has done for penmanship and professional penmen and teachers of penmanship everywhere.

A few years after Mr. Palmer's work was established in the Middle West, Mr. C. P. Zaner, a man of superior skill and ability and magnetism established the Zanerian Art College at Columbus, with Mr. E. W. Blosser as partner and business manager. They also began to publish the Penman & Artist, later changed to Penman, Artist & Business Educator, and still later changed to The Business Educator as we know it today. To Mr. Zaner's great school during the past quarter of a century most of the fine penmen of the United States today have made a pilgrimage and have tarried to study and work and worship and adore, anywhere from one week to two years, and their lives have all been made richer and more abundant on account of their sojourn. Mr. Zaner counted his friends by the thousands. He was a hard worker, a deep thinker, a great student of everything pertaining to penmanship and methods of teaching writing. He was a public speaker of peculiar charm and genuine worth, as he always seemed to have weighed every problem before giving his views upon it. His all-absorbing work of the past ten or fifteen years has been his teaching of writing in the Public Schools of the country, through the Zaner Method, and the training of penmen and supervisors in his school at Columbus—a great work. Mr. Blosser and his colleagues at present are completing a

new building which is to be the future home of The Zanerian School, The Business Educator, and all of the Publishing interests connected with this large and ever-growing Institution.

You all understand, of course, that these notes upon the lives and work of these men are mere fragments in an historical way, but they serve our purpose of illustrating to you their boundless enthusiasm, their tireless energy, and their full measure of devotion to their beloved art of penmanship. If these men were all just beginning their work today they would succeed again in the same great measure, in a different way perhaps, but their qualities of mind and heart, of devotion, of preparation and skill would bring them fame and abundant success.

The Special teacher and Supervisor of Writing of the Future should be able to write a model style of Modern Business Penmanship above all things, and be able to exemplify Model Lessons in Business Writing in appropriate size and style for all ages and grades of children in the Public Schools. He should be able to demonstrate these lessons in pleasing style upon the blackboard, for both teacher and pupil, and to devise and arrange appropriate movement drills for the development of the lesson of the day. He should master several styles of rapid practical lettering for use in placing pupils' names on books of Writing Specimens, for making Cover Designs for sets of Writing Papers, for lettering Honor Rolls for Class Room, for lettering large cards for Special Exhibits of Writing work, for lettering High School Diplomas, for Engraving Resolutions, Testimonials, Memorials for various organizations of your city. Everything that you do in the things above mentioned will help you to secure and maintain the interest of the pupil, the teacher, the Superintendent, the school authorities, and the school patrons, the people of your community large or small. There is a great field, a great need and a great work to be done.

A few years ago there appeared an editorial in one of the St. Louis daily papers lamenting the fact that Public School Supervisors of Writing today are not able to execute special Resolutions, etc., for the public, as they seemed to think it should be done, and which this particular editor had observed in times past. His idea and main point seemed to be that a penmanship expert worthy of a place on the payroll of a big City System should, of course, be able to execute these beautiful pieces of pen work, with their fine sentiment. This great editor gave it as his opinion that this was a part of the Supervisor's service to his city.

It was a true saying by the Holy Man of Old "We must work out our own salvation." Things look different when we begin to work. What would ne'er come forth unbidden to our search may be revealed. That is certainly true when we sit down with

our pen to write out model lessons for pupils or teachers. We know, then, what we are asking of them, and there is a different spirit on our part to help them over the rough places.

If I am ever discouraged about our work for the future and the need of it from a commercial standpoint, I just look over a bundle of letters from the greatest business institutions of the City of Cleveland written to Mr. Solomon Weimer, Principal West Commerce High School under date of March, 1921, and then my enthusiasm returns again immediately; for from these letters we get these facts: That notwithstanding the introduction and use of every writing and computing machine known today there is still an overwhelming volume of business in the United States that will have to be recorded in handwriting. F. B. Pearson, former State Supt. of Public Instruction and long connected with Ohio State University says, "Never in human history was there so great a need for legible writing as now."

SMEED

(Continued from page 27)

by means of measuring tests. The results of these tests show where the classes stand with relation to our writing goals. The pupils are allowed to write for a given period after which the papers are rated for the speed and the form of the writing. The specimens have all been measured by the Zaner Scales and Standards. After the first test is given, the accompanying chart on which are printed the defects of writing with their corresponding causes is placed in the hands of each teacher. She looks at a specimen of some pupil's writing or she observes him while he is working to see what it is that makes the product unsatisfactory. A pupil's writing may be too straight. On the chart, four suggestions are given for this fault. The writing arm may be too far from the body, the fingers may be too near the pen point, the index finger alone may be guiding the pen or the position of the paper may be incorrect.

By watching the pupil at work, there is an opportunity to determine the cause for this straight writing. When this has been done, the teacher directs the pupil to change the position of the arm, hand or paper to secure better results. In the same manner, other common faults are enumerated such as writing that is too heavy or too light, writing which is too irregular or writing in which the spacing is too wide or too narrow and suggestions are given for overcoming them. Thus, the individual pupil is instructed in methods by which he can break up bad habits and improve in writing. Those who really wish to do better writing are made to feel responsible for their own progress. The improvement made when a second test is given has been gratifying in most cases. Not only the work of a few individuals but the work of schools as a whole has been benefitted by this method.



MARSHALL

(Continued from page 18)

fault lies in his own lack of thrift. Seven and a half years ago, this country entered upon the most wonderful period of high wages and steady employment that was ever known in the history of the world. This period lasted for five full years. Among employers there was but little picking and choosing. They had to take any kind of help they could get, competent or not. Among employees, it was a saturnalia of spending. Wages were absurdly out of proportion to service. I know of one high school freshman in Lynn, Mass., who drew down \$150 per month in some kind of Government office work that in ordinary times would have been done by a ten-dollar-a-week dub.

If one tried to tell these people that this plum shower would not last, they would laugh in your face. And the way they flaunted their silk shirts and stockings, diamonds and picture hats! In the course of a talk on thrift that I gave to the students of a large business school in a Pennsylvania city, I took occasion to warn them that every great war in history had been followed by gruelling hard times, and that now was the time for people of moderate means to put by every dollar they could, against the inevitable rainy day. For this, the school proprietor called me down rather sharply for "peddling gloom" in his school, and tried to counteract the impression I had made by remarking, jokingly, that "Mr. Marshall seems to be getting pessimistic in his old age." I wonder who the thinks about it now?

I am not quite sure whether thrift can be taught, but I know it can be learned. I could fill a book with instances of this fact taken, hit or miss, from my note books. During the years I was in this work, I interviewed dozens and dozens of prosperous business men, many of them of national reputation, who told me how they had started out as poor boys and got on their feet financially, by the simple process of putting business sense into their money affairs at a time when they were earning but eight or ten dollars a week. Thrift advocates, from Mr. Vanderbilt down, have made the mistake of laying all the emphasis on saving. Mere saving never made any one thrifty. What is needed, is to learn how and when to spend. From the time that a child is able to earn twenty-five cents a week, he should be taught that the moment he begins to sell his services for money, he is "in business" just as surely as though he were the owner of a store. He should be taught that profits are the result of adjusting outgo to income, and that a wage-earner's profits are his savings.

There would be less thriftlessness in the land, if people did not wait till a child is eighteen before starting his business education, and when it is started, would see to it that he learns what to do with money as well as how to earn it.

PALMORE INSTITUTE
Kobe, Japan

Palmore Institute was founded thirty-five years ago, being the first educational work undertaken in Japan by the Southern Methodist Mission. It was begun in small rented quarters as a reading room, where a small group of young men gathered in an evening class for the study of English and Christianity. One of those young men is now Bishop K. Usaki, of the Japan Methodist Church. It is now one of the best known schools in Japan; has its own building, a faculty of seventeen and an annual enrollment of more than one thousand.

As to nationality, our student body included last year: Americans, Australians, Canadians, Chinese, Danes, Dutch, English, Filipinos, French, Germans, Indians (Hindus), Japanese, Portuguese, Russians, and some who were beyond classification. All met together and worked side by side.

As to occupation: 'rikisha men, policemen, office boys, clerks, factory operatives, bookkeepers, office managers, bankers, teachers, preachers, a Brahmin priest, a Buddhist priest, government officials, steamship officers, telegraph operators, and, in fact, men and women from almost all walks of life.

Subjects taught: English, commercial correspondence, penmanship, shorthand, typewriting, singing and the Bible. We have the largest typewriting department in the Orient—fifty-two typewriters and about 150 pupils each month. Our "school day" is from 7:00 a. m. to 10:00 p. m.

The aim of the school is to teach people how to make a living and also how to live. The former is very easy. Many of our pupils are able to double, or even treble, their salary after a year or so with us. The latter is more difficult and the results not so manifest.

I have been connected with the school for eleven years—principal, ten—during which time the typewriting department has been built up and the enrollment doubled.

J. S. OXFORD.

USE THE PEN

G. G. Hill, A. B., Director Department of Commerce State Normal School, Indiana, Penna.

It is very highly advisable that students be instructed to use the pen instead of the pencil wherever possible. There are several very good reasons for this.

In the penmanship class, students are taught to use light, free lines and to develop what we call "movement." Gregg shorthand particularly is peculiarly adapted to exactly this idea. It would seem that to use the pen instead of the pencil, particularly with beginners and with intermediate shorthand classes, would be to directly correlate the penmanship and the shorthand instruction, thus making the one assist the other. In this way, shorthand students would become dashy and free in the execution of their notes, and the penmanship students would feel that they were being taught something that they could carry along usefully into the shorthand class.

Take the rapid calculations class for an application. So many times we have seen students go directly from a penmanship class, where they have been trained properly in the use of the writing instrument, to the calculations class, where they immediately begin a slow, heavy finger movement in making figures that tends to break down absolutely everything that has been said previously in the penmanship class. This is a matter of everyday observation.

Of course it goes without saying that the student who does not carry the penmanship class into the bookkeeping class and the English class is afflicted with one of three maladies—probably more than one of them. He is either taught wrong in the penmanship class, is of poor material himself, or has a teacher of bookkeeping or English who is not worth his salt. Teachers must either co-operate in such subjects or they will certainly fail to get the results that may reasonably be expected. "We must either hang together or hang separately."

Having tried the pen and the pencil in the classes for a number of years, it has been a mere matter of practical experience that the use of the pen is highly advisable. The pencil has its use, but never should be used where the pen, the more facile instrument, could be used. At least, the free use of the pencil should be deferred until the student has become sufficiently advanced to enable him to have acquired habits in the use of the writing instrument that will not be detrimental to good, rapid, neat work.

Isaac Pitman & Sons advise us that Frank R. Hanna and Herman H. Pechin, two writers of Pitman's Shorthand, have been appointed by the Secretary of State to be the official reporters of the Conference for the Limitation of Armaments. These official reporters will employ a corps of reporters of the highest standing—all Pitman writers.



What Can a County Superintendent Do for the Cause of Penmanship?

F. H. KENDALL,
Superintendent Lake County Schools, Painesville, Ohio

What can a county superintendent do for the cause of penmanship? The question is not easy to answer. Who is responsible for the penmanship product of our schools? In the so-called special branches—penmanship, music, drawing—we are accustomed to look to the Special Supervisor to get results. Is she not employed for that very purpose? Equal responsibility should rest upon the regular teacher, or without her follow-up work and constant co-operation the supervisor can have but indifferent success. Then the kind or system of penmanship used, with its aids and materials to work with, has something to do with the outcome, although any one of the systems now in general use, if carefully followed, will bring good results. But the county superintendent cannot shift all responsibility. Even where there is a writing supervisor, it is up to him to fix penmanship standards, to pass upon the qualifications of his special and the regular teachers of writing, to check up results, to lend encouragement, to give hearty support to every good effort to see that the penmanship product is satisfactory.

Every superintendent has his times of discouragement and encouragement. He is thoroughly disappointed when examination and English composition papers come to his office, bearing evidence of hasty, careless writing, some papers hardly legible. And then the scrawling attempts of pupils who fill out age and schooling certificates. This is not as it should be. After the daily lessons for eight years in penmanship isn't it possible for every child to write fairly well? Then there are many reasons for encouragement, when he compares the writing of the big majority of children with that of ten, twenty years ago. He recalls the vain attempts of most children to master the difficult ornate flourishes and pronounced slant of the Spencerian style of long ago, and later the slow, stilted vertical that held sway. He is profoundly thankful that at last we have a style of writing that is simple, easy to read and easy to write, a style that can be written rapidly and at the same time is graceful and beautiful. He is encouraged, too, because we know better how to teach the subject to beginners in the critical period, when habits are formed and foundations laid. Then, too, our aims in writing are definite and practical, and are attainable by all children with reasonable effort.

Penmanship in Rural Schools

The belief is general that writing is at its best in the city school and at its worst in rural districts. There is some truth in this, although there are numerous exceptions to both statements. The county district has its

handicaps. True, conditions in the larger village and centralized schools are of the best, and in them there is no excuse for poor penmanship. Their product, as a rule, is good. But the one room rural school of all grades usually taught by an inexperienced teacher, (for there is a change almost every year) is overburdened with work. Visit with me one of these, enrolling thirty pupils, at the writing period, and observe the teaching of three groups at one and the same time. The primary children are arranged at the blackboard, the second and third grades have their special lesson, and the higher grades still another. Besides there is individual help needed for the backward pupils. You will agree that it is a difficult task. But the teacher enters into it with courage and enthusiasm, and more is really accomplished than you would expect. This is in contrast to another rural school visited at the beginning of the year, where the bewildered teacher declared he must omit writing altogether from the program, for there was no room. But, of course, with a little help, he found a small place for it.

Those familiar with rural and village schools before and after the adoption of the county unit system know that a vast improvement has been made in the teaching of all subjects, penmanship included. Better trained teachers and rural supervision have had much to do with it.

Need for Supervision

The most effective thing I ever did for penmanship was the employment of a trained supervisor of the subject to serve five of our twelve districts. There was soon a marked transformation in the writing. Centralization has helped to make this possible. It stands to reason that an expert teacher, who gives her thought and energy to this one thing, will arouse an interest and enthusiasm in both teachers and pupils that will get results. However, there are not enough writing experts to go round, and some boards could not or would not employ them if there were, so the County Superintendent and his assistants must fill the breach. Where a supervisor is employed the Superintendent may be useful in adjusting schedules, and in securing the co-operation of the regular teachers. The regular teacher sometimes gets the idea, you know, that she has no responsibility whatever for the success of the special branches.

Another service he can render is to give penmanship the place in the curriculum it deserves, and that is an important place, for writing is the vehicle to carry forward all the other branches. I know there are pupils, and teachers not a few, who think that

penmanship is now unimportant, because the typewriter is in common use. The typewriter has taken the place of handwriting to a large extent in business, it is true, and will continue to do so. The same can be said, however, of the adding machine. Our county auditor has a machine that even subtracts, multiplies and divides, and is swift and accurate. But there will always be a wide use of handwriting and hand arithmetic by every one, just the same. It is to be noted that the sale of the fountain pen is not decreasing. The teacher's low estimate of the value of penmanship is frequently responsible for poor results. The county superintendent can correct this by giving penmanship a place on the program of the County Institute and teachers' meetings and by making frequent comparative tests.

Reason for Poor Penmanship

The great underlying reason for inferior penmanship, where it is poor, is poor teaching. Some call it teaching to have a class spend 15 to 25 minutes a day copying a model sentence or spreading myriads of ovals over the page. The last line is often worse than the first. This is not teaching. The teacher must know penmanship, must be able not only to detect bad writing (any one can do that) but know why it is bad and what is the remedy. She must know how to attack penmanship, analyze it and change it, telling pupils their faults—moving about the room and saying to this one, "Your letters are too small," to another "Your spacing is wrong," does little good. The pupil must be taught the underlying principles and learn to apply them to his writing himself. He must be guided in acquiring correct muscular movement until it becomes automatic. Practically all children can learn to do this, as many teachers have demonstrated. He must learn that the writing lesson is not an end in itself but a means toward applying what he has learned to all the writing he has to do; that his arithmetic is faulty unless his figures are neat and well formed; that the appearance of the written page in English or other subject is the real measure of his penmanship skill.

In penmanship we teach more by example than by precept. The teacher herself should be a good writer, especially on the blackboard. A moral reprobate will have about as much success in instilling virtue as will a scribbling teacher in his attempts to teach writing. Children are born imitators, and are unconsciously influenced more by what the teacher does than what she says. A few weeks practice will enable anyone to write fairly well on the blackboard. The strongest motive to write well comes from good models — not of the perfect copperplate kind, that induce despair because of their perfection, but the somewhat imperfect but beautiful writing of another person.

An important duty of a superintendent is to see that the primary teachers have the children start right. Cor-

(Continued on page 26)



Business Organization and Administration in the Secondary Schools

By J. ANTON De HAAS

I shall not be far from the mark if I assume that the majority of you here represent secondary schools which do not include the teaching of business organization and administration in their curricula. According to Leverett S. Lyon, who made a national survey of commercial education in the public high schools of the United States in September of last year, only a little over 8% of the reporting schools gave this subject a berth.

I shall not stop to inquire why this subject has been neglected; you undoubtedly are aware better than I of the reasons for this condition. I shall confine myself to explaining to you why I believe most firmly that no secondary school can afford to continue to neglect this subject.

Let me put the question to you bluntly. Are you honestly convinced that the secondary school has done its full duty with these boys and girls whom it sends out into the world equipped with a shaky foundation of so-called cultural subjects, topped off with a fair amount of technical skill—a skill in stenography, in typewriting, and in elementary bookkeeping?

I must say right here that I have the greatest respect for a person who has acquired a high degree of technical skill. Its acquisition gives evidence of a disciplined will, of a firm determination in the pursuit of an ideal. He has definitely thrown overboard that dangerous willingness to be satisfied with "good enough" which stands in the way of overcoming obstacles. Such technical training is a great character building process.

It cannot be denied that this technical skill usually enables the pupils to get a start in life. It forms for many a boy and girl the entering wedge with which the door to higher positions is gradually pushed open.

But what is their intellectual stock-in-trade when the possibility of promotion has arrived? Has the secondary school done its share in preparing him or her for more than the immediate future? The students have been trained to become faithful recorders—they have been trained to record, on stenographic pad, typewriter or ledger the fruit of the brains of others. But what they must know of the tremendously complex modern business life, of the laws which govern its processes and relations, they must acquire after they leave the high school.

Is it not true that for the most part their business education is not calculated to carry them beyond the initial stage?

Their cultural knowledge is not likely to be much more helpful to them in this climb to higher levels. Much of our cultural education is

frankly, almost aggressively, impractical. In fact, there is a group of educators who value certain subjects not because of the usefulness of the knowledge which is acquired by their study, but principally, if not solely, because of the mental gymnastics involved. Their attitude is: "You may forget the facts, but you'll have had the discipline." And quite in agreement with this, the pupils readily proceed to forget what has been pounded down their passive throats by a process of forcible, be it in accord with modern educational requirements, painless feeding.

Is it not clear that there is something lacking in the intellectual equipment of these boys and girls?

Two things are wrong with their mental equipment.

First of all they have not been trained to establish a connection between their knowledge and the world in which they will move and live. The young student cannot make the connection between his school knowledge and the business world unaided. He lacks the perspective necessary to tie things up, and much of his knowledge is therefore, merely intellectual ballast to him.

In the second place, the pupil has not been given the concrete information which he needs to find his way in the world of which he is to become a part. He has not been taught what the big problems of business are, nor the correct solution of these problems, nor the correct method of finding a solution. His technical knowledge is related to the business world as the knowledge of the locomotive engineer is related to the railroad system. He lacks that understanding of the larger aspects of his work which will enable him first of all to understand his orders clearly and adequately, and further, will enable him to rise more rapidly to the place where he will be giving orders instead of receiving them. He has not been trained for the job beyond the immediate future, for the job which demands not merely the faithful performance of a task, but insight, planning, and initiative.

A course in business organization and administration, if properly taught can be made to bridge this no-man's land of the pupil's knowledge. It will give the pupils the concrete information they now lack, it will give them the right method of approach to business problems, and it will aid them in making practical use of the intellectual tools which four years of high school training place in their hands.

I look upon the course in question, therefore, not merely as another course to be added to an already overcrowded curriculum but rather as a

correlating and orientation course which will enable the pupils to find their intellectual footing. This course in my estimation is eminently practical and at the same time truly cultural.

The educational value of a study of business has not been fully recognized. A man can only then be said to be truly educated when he can apply his knowledge to the solution of his daily problems. If it is considered of cultural value to study the life of plant and animal, it is no less of cultural significance to study the life which he as business man must live himself. A course which gives him a more intelligent appreciation of the life about him, of the value and the meaning of our institutions and customs, of his relation to his fellow men, such a course is both practical and cultural.

What would you teach in a course of that kind?

We can answer this question by visualizing the environment in which these pupils will be placed after they leave the school. Our training should make it possible for them to adjust themselves readily to this environment.

They will form part of an organization. They should know something about the principles which govern commercial organization. They will meet a person whom they will hear called a purchasing agent, or a salesman, or a treasurer, or an employment manager. They should know who these men are, of what their work consists, what functions they perform in the general organization. In learning this the future employee will learn to see himself, not as tied down to a particular job, as a pigeon-holed package, but as a part of a living organization, of a great co-operative system, in which the success of the whole depends upon the integrity of each functional worker. **To the ignorant the other man's job always seems easy, lack of appreciation of the importance of the work done by those above him breeds discontent and indifference.** Knowledge of the job above makes for a wholesome respect for the accomplishments of his superiors and shows him the way to advancement.

Besides making him a more intelligent and more enthusiastic worker such knowledge makes him a better citizen. It will teach him more convincingly than abstract argument, that men rise, not through the exploitation of the weak, through luck or graft, but through superior power and knowledge.

He will also, when in a business position, hear much about the financial problems of the concern. Such problems should not be unknown territory to him. His knowledge should extend somewhat beyond the figuring of the correct amount of discount to an understanding of the part played by the note, the draft, and the other documents in the financial life of the concern and of the nation. He must

(Continued on page 26)



Individuality in Handwriting

By ELBRIDGE W. STEIN
Examiner of Documents, Philadelphia, Pa.

Writing is a difficult and complex act. It is not instinctive like speech, but must be acquired artificially by years of laborious effort. Inasmuch as it is an acquired act, training has a potent effect upon it, but it is also fundamentally affected by the peculiar mental and physical makeup of the individual. To a very definite extent his individualizes the writing of each person, and when there is added to it the subordination of the writing act to the thought processes and it is further influenced by the effects of education, employment, health, habits, sight, carelessness, age, and all the combinations of peculiarities of different degrees that may be found in one person, it becomes in all its combinations a highly personal act and has individuality.

It is not to be inferred that each person has entirely different characteristics and qualities in his writing by which it is individualized, but it is different combinations and modified degrees of characteristics and qualities that give the identifying mark. In the matter of forms alone, the letters and characters used in writing admit of millions of combinations with no two of them exactly alike. Pen-position, pen-emphasis, speed, proportions, vigor, alignment, spacing, size, grace, skill, care, angles, turns, and various other quality-producing factors in writing help to make possible the myriad number of combinations of qualities in different handwritings. Complete individuality is not shown by any single characteristic no matter how important it may be, but a combination of all the qualities, characteristics and attributes that enter into a writing constitute unmistakable individuality.

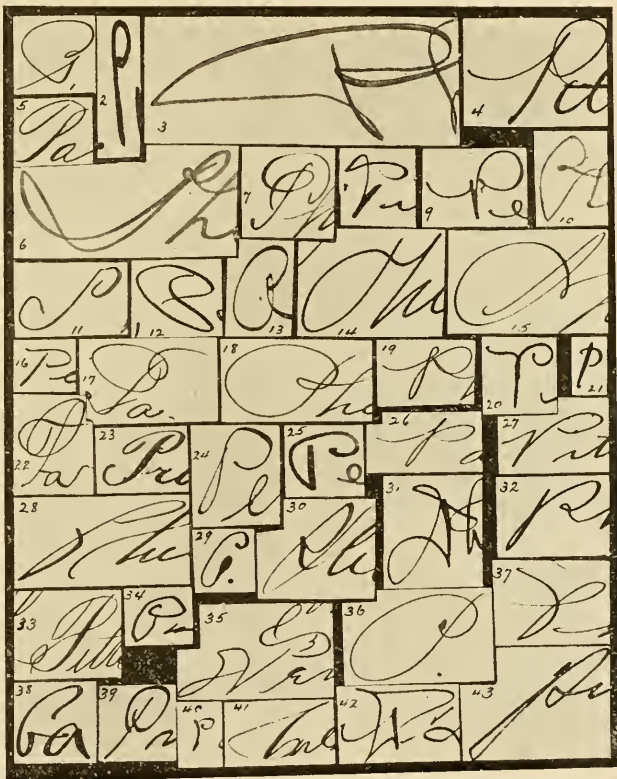
The varying muscular ability of writers largely accounts for varieties of skill that extend all the way from the mastery of a genius, to the heavy-handed, clumsy work of an incompetent. Some writing is strong, bold and impressive, while writing by another hand will be weak, labored and lifeless. Letter forms may be as accurate as copper plate engraving or an illegible scrawl that can hardly be deciphered. Slant may range all the way from a back hand to an excessive slant forward. Likewise, there may be extremes of every quality, form and condition in writing, and between these extremes lies a vast territory throughout the entire scope of which different writers modify and individualize both letter forms and habits of movement in different ways and in varying degrees.

There are some competent observers and students of the subject who fear a lack of individuality will be developed in the writing of the learners

of today. It is true that of a class of thirty students of average ability, taught the same system of movement throughout their entire school years, with a close adherence to one set of forms, that some of them, at least, will write very much alike at the end of the period of instruction. This is as it should be, for while the instruction should to some extent be adapted

to the individual needs of the student, the teacher is striving to secure a certain result and with a fair degree of success, the result will necessarily be somewhat uniform.

A close examination of the writing of these thirty students will, however, show some remarkable differences even at the time they leave school, and if they are followed through the next few years a marked difference in their writings will be found. The one who is employed in the railroad office will have writing peculiarities that are not found in the writing of the one who is selling life insurance or the one following agriculture. The writing of the banker will differ from that of the engineer; the accountant, from the



FORTY-THREE KINDS OF "P"

This illustration represents the individual modification of the system or copybook form of capital "P" as used by forty-three different writers. Here is the plain and the jumble, the shaded and the hair line, the old and the modern, the skillful and the bungler, yet each the natural handwriting of some person who did not strive for variety or to be different from what he was taught. Compare sixteen, the modern Vertical, with twenty-three, the Old

English Roundhand. On the question of skill compare thirty-four with thirty-six, the size of forty with that of three, the plainness of five with the illegibility of thirty-one, and the simplicity of twenty-one with the freakishness of thirty-five.

A study of the variety of this one letter will give some idea of what the entire alphabet with the many possible combinations of letters shows in the handwriting of an individual.



iron worker; the doctor, from the grocer; the man from the woman; and so on through the entire list.

Some of the things that influence the development of an individual style or manner of writing are: (1) Instruction and Practice, both as to kind and extent; (2) Natural and Acquired Muscular Skill of the Writer; (3) Varying Degrees of Coordination of the Mental and Muscular Effort; (4) Artistic Ability of the Person; (5) Amount of Care given to the Writing Act; (6) Occupation; (7) Language; (8) Sex; (9) Temperament, and all the combination of physical and mental qualities that may have an effect on an act so complex and unconscious as writing.

DE HAAS

(Continued from page 21)

I learn that the organization of which he forms a part is a nicely balanced firm, that the financial resources which it has at its disposal are not limitless, and are obtained in accordance with scientific laws. He will then see the financial limitations of the concern and will understand the relation between the financial condition of the nation, the wages of the employees, the cost of doing business, and the price of the product.

He should be taught that the location of a store or factory and the nature and arrangement of its physical equipment bear a direct relation to the financial success of the concern, and he should be shown the way in which guess-work in these matters may be displaced by scientific method.

Finally, he should have some rudimentary knowledge of the part played in the business world by the various institutions with which he will come in daily contact. The bank, the transportation company, the insurance company, the stock-exchange, the customs house, should mean more to him than names of buildings, or addresses to which checks must be sent. Their social and commercial functions should be made clear to him.

Would not a course such as I have broadly outlined require too much time and prove too difficult for the young student?

I realize that this question would be well taken. Though we may all agree upon the point that such knowledge about his environment is as indispensable to a future business man as is a knowledge of soils, plants, and animals to a prospective farmer, we may still not see our way clear to give him this information.

It is not too ambitious an undertaking. It is no more ambitious than a course in geography which undertakes to describe the physical world to the student, or a course in history which traces the rise and fall of empires.

I have taught this type of course for some eight years to novice city students and have found sufficient time in one semester to give them a picture of the business world. It goes without saying that each topic discussed could have been worked out

in much greater detail. One could easily talk for two years on the bank alone. The information imparted need not be complete. It must be fundamental, going into detail, only where details illustrate principles.

In the high school it may prove more workable to lengthen the course to one year, so that progress may be more slow and more time may be devoted to class-room discussion and possibly to excursions. You may ask is not such a course too difficult for pupils of high school age? I could point to a number of high schools and especially to high schools of commerce, like the high school of commerce in New York City where such courses are at present being taught, or to no less than thirty private business college chains, who find such a course not too heavy for students with a less thoroughly laid educational foundation than that of the average high school student.

This course is not nearly as difficult for a young mind as a course in economics, which by this time is considered quite generally as suitable to a secondary school. In fact, a course in economics is far more difficult. For much of economics deals with abstractions and fails to carry the conviction of actuality, which alone will awaken sustained interest in the minds of the pupils. I have always found the course in business organization and administration the most teachable course I ever taught. In other courses it is frequently necessary to sugar-coat the pill, as it were; to awaken an interest in the minds of the pupils in the subject-matter to be taught. But even then the most that can be achieved is a kind of passive interest, an interest applied from without, an educational narcotic as it were.

There can be no true reception of knowledge without an active reaction in the mind of the learner. No training can be really and lastingly successful which is not based upon the pupils' interest. Few pupils come to the chemistry class craving knowledge about sulphuric acid, the active interest is not usually present. But start in telling the pupils something about the business life which they are about to enter and they bristle with active and positive interest.

They actually crave for an understanding of business which mere technical skill does not give them. They find in the work a means of self-expression. The average boy has visualized himself as a successful business man, filling some position far above the one he will enter when leaving school. He likes to discuss the problems which would demand his attention in that higher position.

The subject matter also has a certain dim familiarity for him. On almost every business topic he has made some observations of his own. He has read the papers and has heard business discussed at home and on the street. He has formed his opinions.

I cannot easily conceive of a course of study which presents such possi-

bilities for teaching as the one in question. Active interest is present from the beginning, the process of learning satisfies the pupil's desire for self-expression, and the teacher has store of observations, opinions, and half-understood facts to draw upon.

I cannot easily conceive of a course of study which offers such possibilities for mental discipline. The greatest discipline always comes from closer analysis of one's own experience and observation. The mind develops most, not through absorbing, but through unfolding.

If you ask me, therefore, why should such a course be taught in a secondary school, I answer: It will give the pupils a better knowledge of the environment in which they will make their living. It will teach them to observe closely, and to analyze their experience and knowledge. It will make them better business men and better citizens.

KENDALL

(Continued from page 23)

rect, comfortable position, the correct way of holding the pen, free easiness of movement must not only be taught, but be carefully and persistently followed-up day after day until they become natural. Most of the problems of upper grade teachers are the breaking up of the wrong habits formed in earlier years.

It is a superintendent's place to see that new improved methods and new devices in penmanship are introduced into the schools. Good results have followed the introduction of standard measurement scales in writing. These are not fully developed as yet, and are not easy to apply, but they are based on the right idea. When a child has a chance to grade his own writing with a standard scale and really want to excel his own record, something worth while has been accomplished.

As in every art, good tools are a prime necessity. A scratchy pen, faded ink or a poor quality of paper will kill the ambition of anyone.

Perhaps in no other branch are encouragement and recognition of faithful effort more effective than in penmanship. Certificates of attainment, awards at county fairs, writing exhibits, all have their value if properly used. The superintendent can use these for keeping alive the interest. Some of our rural schools take fair premiums for penmanship every year and are proud of their achievement.

But, what we need most of all, it seems to me, is better follow-up work in this subject. It is probably a fact that the best writing is found in about the sixth grade. After that there is a gradual decline, and by the end of the high school much of the fruit of the good penmanship work done in the grades has been lost. This is a sad waste of effort. What is the remedy? Good penmanship must be followed up and become a part of the instruction in all written work to the end of the course if we are to turn out a product in Penmanship worthy of our schools.



Writing in Primary Grades

By O. G. MARTZ,
Supervisor of Writing, Norwood, Ohio

the writing, the rate of speed, and the method of performance is at all times within the child's limitations and capacities, and permits of free legible writing in all grades. One need only examine the penmanship in schools where the Zaner Method is being taught efficiently to be convinced of the merits of this method of developing good writers in grade schools.

THE PENMANSHIP COURSE Hazel E. Smeed

Below is a report from the Penmanship Supervisor of the Scranton Public Schools to Dr. S. E. Weber, Superintendent of the Scranton Schools. Miss Hazel Smeed, Supervisor of Writing, is securing excellent results from both teachers and pupils, judging from the many specimens which have been sent in for criticism during the past few years.

Our course of study comprises three main divisions. The first one covers the work of grades one and two. In these grades, the children are taught to gain freedom of movement by means of large writing both at the blackboard and at the seats. It is a well known fact that young children should not be required to make finely adjusted movements. This would be necessary if they were taught to produce writing small in size.

The second division of our course includes the work which is done in grades three and four. While fine writing is not insisted upon, a legible product written with freedom is the aim. If healthful position and correct habits are mastered in these grades, good writing will follow.

The work of grades five to eight inclusive makes up the third part of the course. Here, the work is of a technical nature. The pupils have had the benefit of the position and movement drills in the preceding grades and they are able now to produce writing that is finer in form.

Writing Certificates offer a good incentive for fine writing in the upper grades. For this reason, the pupils of grades six, seven and eight are encouraged to submit specimens of their writing to the Zaner Company twice a year for the Grammar Grade Certificate. Last year 582 of these Certificates were granted to the students. This number includes 45 which were awarded to Continuation School pupils. At the conclusion of this half year 328 Certificates were granted to sixth, seventh and eighth grade pupils and 41 were won by pupils of the Continuation Schools.

Teachers' Meetings

Semi-monthly meetings are held for the instruction of new teachers and others who do not hold the Penmanship Certificate of the Scranton Public Schools. The instruction includes the methods of presenting the work in the various grades, as well as penmanship practice. Last year 54 teachers qualified for these Teachers' Certificates. At the present time 45 teachers and substitutes are attending these meetings.

Much of the supervision in writing for the past year and a half has been

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All penmen and teachers of penmanship agree to the fact that a handwriting to be practical must be one which embodies freedom and ease in execution as well as legibility. But we to obtain these different qualities in the first writing of lower grade children, and maintain and develop them throughout the remaining school years, is a question upon which many lately differ.

The One Common Sense Method

After many years of teaching and supervising penmanship I am fully convinced that there is but one common sense, pedagogical method of teaching beginners to write. This conclusion has been reached by close observation and careful study of classroom work, and by comparisons of the penmanship of children who have learned to write by different methods. These observations and comparisons have shown that children who have been taught from the beginning to write small, or who have been allowed to use pens too early in their penmanship lessons, have invariably acquired incorrect writing habits. Incorrect penholding, unhealthful positions, and slow cramped finger movement are the direct and natural results of teaching small writing to children of the primary grades, or of their using pens before there is some development of their muscular control. Children reach the First Grade with very limited control of their muscular activities. They are untrained and incapable of handling successfully any instrument as delicate and fine pointed as a pen. At this undeveloped stage it is wrong to give a child a pen to produce the difficult and intricate forms of small script characters. We must consider that it requires good control of the muscles on the part of adults to perform small, accurate writing, with freedom and ease. And besides having a higher degree of muscular development and control the adult has a much clearer conception of the formation of letters.

Now First Grade children have little or no conception of letter forms. So it is just as difficult for their little undeveloped minds to picture small script letters correctly as it is for their untrained muscles to execute them. Add to this the difficulty of handling a sharp, fine pointed pen, which requires a steady hand and delicate touch to manipulate successfully and you have given the child a task far beyond its limitations.

Just as it is easier for children of the primary grades to conceive the larger forms so it is easier for them to execute the larger muscular movements.

The Blackboard First

For these reasons the blackboard is

the best medium for teaching beginning First Graders. Not only do they get a clearer conception of letters but the execution of them upon the board is not beyond their childhood limitations and capacities. Besides the blackboard practice also serves to develop and train the same muscles that in later years perform the finer movements in adult writing.

After a few weeks of blackboard writing large pencils and wide ruled paper may be substituted and used until the latter half of the second year or the beginning of the third is reached. By this time children who have been properly taught and trained in the use of the pencil will then have developed sufficient muscular control and freedom of motion to handle a pen lightly and smoothly, and to glide with freedom and ease from letter to letter the forms of which they now have a good conception. All through the pencil stage the writing should be done with a slight elevation of the right arm from the desk, which admits of a wider range and freer movement. But just before installing pens each child should be required to lower the right arm until it rests upon the desk. Thus by pivoting the arm upon the muscle in front of the elbow a greater control of the arm movement is secured, and another step is gained toward the acquirement of rapid, legible, accurate business writing.

Of necessity the First Grade writing must be done at a very moderate rate of speed. But the gradual development of the muscular control permits a decrease in the size of the writing from year to year, and grade to grade, as well as a gradual increase in the rate of speed.

Following this method it will be found that at no stage of progress will the child be confronted in his penmanship lessons, nor in his daily written work, with a task too difficult for his performance. The size of the writing, the rate of speed, and the materials used conform with his natural and gradual development. Each progressive step will be marked by plain, legible writing performed freely and easily. And the finished product of the Seventh and Eighth Grades will be a free, rapid, practical handwriting suitable for all future purposes.

For the reasons just mentioned the Zaner Method of Arm Movement Writing is an ideal system of penmanship. The large writing for beginners, with the gradual reduction in size, and increase in the rate of speed through the grades; the use of the blackboard in the beginning, and pencils in the first years; and the simplified forms of letters are all psychologically and pedagogically correct. The size of



National Commercial Teachers' Federation

HOTEL STATLER ST. LOUIS, MO.

December 27, 28, 29 and 30, 1921

FEDERATION PROGRAM

TUESDAY, DECEMBER 27

Registration of members, first floor lobby.
John Alfred White, General Secretary.
7:30 to 5:00 o'clock; Visit to St. Louis Industries, Assembly at south entrance of Hotel Statler at 1:30 P. M.
7:00 P. M.: Informal Reception in the Ball Room.

WEDNESDAY, DECEMBER 28

10:30 to 12:30 o'clock

Address of Welcome by a distinguished Missourian.
Response: John E. Gill, Vice-President, Rider College, Trenton, N. J.
President's Address: Robert A. Grant, Yeatman High School, St. Louis.
The Situation of Commercial Education in the United States Today. — E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.

THURSDAY, DECEMBER 29

10:30 to 12:00 o'clock

Some Experiences as Personal Secretary and Official Reporter to the President of the United States.—Charles Lee Swem, Managing Editor, The Gregg Writer, Chicago.
Disarmament as a Business Proposition.—Hon. Charles M. Hay, St. Louis, Missouri.
6:30 P. M. FEDERATION BANQUET (Informal).
Election of Officers. Selection of Place of Meeting.
Address: Hon. Woodbridge N. Ferris, President, Ferris Institute, Big Rapids, Michigan; Ex-Governor of Michigan.
Entertainment.

FRIDAY, DECEMBER 30

12:30 to 4:00 o'clock

FEDERATION LUNCHEON. Entertainment.
Training for Business on a Scientific Basis.—Ralph B. Wilson, Director of Service, Babson's Statistical Organization, Wellesley Hills, Mass.
Accounting as a Profession and its Scope in Secondary Schools.—H. T. Scovill, Professor of Accountancy, University of Illinois.
Discussion by W. S. Krebs, Professor of Accounting, Washington University, St. Louis.
Report of Committees.
Installation of New Officers.
Adjournment.

PROGRAM

Private Commercial Schools Department

WEDNESDAY, DECEMBER 28

9:00 to 10:30 A. M.

President's Address.—Arthur F. Tull, President, The Business Institute, Detroit, Michigan.
What Shall We Teach to Meet the Present Demand?—James W. Drye, Spencerian Commercial School, Louisville, Kentucky.
Discussion by Paul S. Lomax, Director of Commercial Education, Trenton, New Jersey.
Supervision of School Room Work.—D. D. Miller, Miller School of Business, Cincinnati, Ohio.

THURSDAY, DECEMBER 29

9:00 to 10:30 A. M.

Good Will and How to Build It.—W. N. Watson, Lincoln Business College, Lincoln, Nebraska.
A Sane Advertising Policy.—D. L. Musselman, President, Gem City Business College, Quincy, Illinois.
Value of Cooperation Among Business School Men.—Arthur G. Skeeles, Business Educator, Columbus, Ohio.

FRIDAY, DECEMBER 30

9:00 to 10:30 A. M.

College Credits for Business School Work.—Almon F. Gates, President, Waterloo Business College, Waterloo, Iowa.
Discussion by LaVerne A. Wilson, President, Ellis Publishing Co., Battle Creek, Michigan.
Salesmanship in a Business School.—James S. Knox, Knox Business Book Company, Cleveland, Ohio.
Unfinished Business. Election of Officers.
Adjournment.

PROGRAM

Public School Section

WEDNESDAY, DECEMBER 28

9:00 to 10:30

"Junior Business Training"

I. The Junior High School in its Relation to Junior Occupations.—E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.
II. Discussions, opened by M. B. Wooten, Lafayette Bloom Junior High School, Cincinnati, Ohio.
The Continuation Schools as a part of America's Public School System and their Work in the Training of Boys and Girls for Junior Occupations.—T. E. Spencer, Supervisor of Continuation Schools, St. Louis, Missouri.
IV. Discussions, opened by H. M. Winkel, Central Continuation School, Milwaukee, Wisconsin.

THURSDAY, DECEMBER 29

9:00 to 10:00

"Senior Business Training"

I. To what extent should the training in the Senior High School be Vocational? — B. B. Beat, Lincoln High School, Hibbing, Minnesota.
II. Discussion, opened by Dr. W. F. Gephart, Dean, School of Commerce and Finance, Washington University and Vice-President of First National Bank, St. Louis.
III. How can the commercial teacher function in the matter of part-time work, vocational guidance, placement and follow-up work, in relation to senior occupations.—Paul S. Lomax, Director of Commercial Education, Trenton, N. J.
IV. Discussions, opened by Clay D. Slinker, Director of Commercial Education, Des Moines, Iowa.

FRIDAY, DECEMBER 30

9:00 to 10:30

"Commercial Vocations Training"

I. The University plus the University Extension and their relation to Commercial Vocations.—Prof. O. E. Klingaman, Director Extension Division, Univ. of Iowa, Iowa City, Iowa.
II. The Commercial Teacher's Opportunity for Advancement in America's Public School System and in the Field of Commerce.—Prof. W. S. Krebs, School of Commerce and Finance, Washington Univ., St. Louis, Mo.
III. Report of Committees.
IV. Election of Officers.

PROGRAM

Business Round Table

WEDNESDAY, DECEMBER 28

2 to 4 P. M.

Value of Ideals to the Business Educator.—Abbie A. Brown, Miss Brown's School of Business, Milwaukee, Wisconsin.
Accounting in the School Room.—W. W. Weaver, Alliance Business College, Alliance, Ohio.
Discussion by W. C. Henning, Brown's Business College, Peoria, Illinois.
The Commercial Teacher and the Business World.—A. E. Rowland, Wisconsin Commercial Academy, Milwaukee, Wisconsin.

THURSDAY, DECEMBER 29

2 to 4 P. M.

Methods of Instruction and What to Emphasize in the Arithmetic Course.—Thomas T. Goff, St. Normal School, Whitewater, Wisconsin.
Discussion.
The Business Law Course—Its Scope and How to Teach It.—Alfred W. Bays, Professor of Commercial Law, Northwestern University School of Commerce, Chicago, Ill.
General Discussion.
Mechanical Accounting for Business Schools.—Simon R. Hoover, Assistant Principal, High School of Commerce, Cleveland, Ohio.

FRIDAY, DECEMBER 30

10:30 to 12 A. M.

The Penmanship Course and How to Present It.—H. B. Lehman, Central High School, St. Louis, Missouri.
Discussion by Arthur G. Skeeles, Editor, The Business Educator, Columbus, Ohio; W. C. Henning, Principal, Cedar Rapids Business College, Cedar Rapids, Iowa.
Election of Officers.
Adjournment.

PROGRAM

Shorthand Round Table

WEDNESDAY, 2:00 to 4:00

The "Cleveland" Plan in Typewriting.—J. D. Bragg, Cleveland High School, St. Louis.
Results We Have Secured from Using "Cleveland" Plan.—F. H. Gillespie, H. C. Commercial Department, Arsenal Technical School, Indianapolis, Indiana.
Standard Requirements for Graduation in the Stenographic Course.—J. H. Kutsel, Principal, Secretarial Dept., Spencerian School, Cleveland, Ohio.

Shorthand Methods.—Are They Logical?—Miss Emma M. McGree, Parker High School, Chicago.
The Psychology of Teaching Typewriting (Illustrated by some of the leading experts of the world).—E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C.

THURSDAY, 2:00 to 4:00

A Prognostic Test for Typewriting.—Mary A. Lynch, Cleveland High School, Louis, Mo.
A Better Type of Contest in Typewriting.—C. E. Birch, Supervisor of Commercial Branches, City Schools, Lawrence, Kans.
Methods and Devices Recently Adopted.—Oscar Shorthall, Department.—Mary A. O'lagher, Owner, Brown's Business College, Kakee, Illinois.

The Secretarial Course in the College School of Commerce.—Miss Ann Brewster, Instructor in Secretarial Work, University, Chicago.

Typewriting Technique (For Beginners; Illustrated).—Miss Rose L. Fritz, The Rose Fritz School for Secretarial Training, New York City.

Election of Officers.

FRIDAY, 10:30 to 12:00

A Few Ideas About the Shorthand Course.—Mrs. Pearl Kiddoo-Crouch, Public School, Chicago.

Examinations and Standards for Promotion and Graduation (Exhibit of examination questions, record forms, etc.).—Miss Ione Duffy, Owner, Van Sant School of Business, Omaha, Nebraska.

Typewriting Technique (For Advanced Students; Illustrated).—Miss Rose L. Fritz, The Rose L. Fritz School for Secretarial Training, New York City.

PROGRAM, COMMERCIAL SECTION National Society for Vocational Education

The Fifteenth Annual Convention of the National Society for Vocational Education is to be held in Kansas City, January 5, 6, 7, 1922. This meeting promises to be one of the largest and most helpful in the history of the organization.

Section meetings will be held for persons interested in Agricultural Education, Industrial Education, Training in Industry, Vocational Home Making, Part-Time Education, Industrial Rehabilitation, and Teacher Training, besides the Commercial Education Section.

Commercial Education Section

Chairman, F. G. Nichols, State Director Commercial Education, Pa.
Retailing Education in Schools and Department Stores.

Business Training in the full-time, the co-operative, the part-time and evening schools.

Supervision and Direction of Commercial Education.

A preliminary report on a Nationwide Survey of Senior Commercial Occupations.

For a copy of the final report which will be ready for distribution about December 15th, write to the office of the National Society for Vocational Education, 140 West 42nd St., New York City.



B. E. STARS

(A Page for the Business Men of Tomorrow)

A MESSAGE TO TEACHERS

Written by Students

The three letters published below were submitted in the N. C. T. F. Letter Writing Contest, and were sent by President Grant. We do not know whether they have or have not won a prize. That matter is in the hands of a committee and will not be decided for several weeks yet. We do know, however, that these are splendid letters, and if any one else can write a better one he certainly deserves a prize.

I

Dear Fellow Teacher:

As a commercial teacher, it will no doubt interest you to learn that the 4th Annual Convention of the National Commercial Teachers' Federation will be held at St. Louis, Mo., from December 27 to 30, 1921.

There are ten reasons why you should attend the convention:

1. You meet teachers and exchange views on certain subjects.
 2. You hear some of the most prominent business educators speak on education.
 3. The exhibits of the convention, which consist of the latest and most efficient inventions of the commercial world, are exhibited and explained by experts.
 4. You improve your intellectual standing.
 5. There will be reduced railway rates.
 6. The large libraries of St. Louis are at your disposal.
 7. If you attend the convention, you will then be sure that you are keeping up with the progress of education.
 8. You may get an idea which may be worth to you more than the cost of the trip.
 9. St. Louis has been said to possess one of the best educational systems to be had. Compare your system of teaching with that of the teachers of St. Louis.
 10. You will come back full of ideas as to how to arrange your work to the fullest advantage.
- St. Louis is the commercial metropolis of the Mississippi valley. The city has nearly 200 schools. The Washington and St. Louis Universities are among the leading advanced educational institutions. Twenty-six railroads enter St. Louis. The convention will be held at Hotel Statler, one of the finest hotels in America, where teachers may reside and attend the convention at the same time.
- If you are not a member of the N. C. T. F., kindly mail \$2 to the secretary, John Alfred White, 815 Monroe St., Gary, Indiana, who will send you a membership card.

If you attend this convention, you will have traveled one more step toward success, and when using the ideas gained at the convention, you will have no fear of their being incorrect.

Yours for a Successful Convention,
WILLIAM BAKER.

Submitted by William Baker, age 15, a student in St. John's Technical High School, Winnipeg, Manitoba, Canada.

* * *

II

Fellow Teachers:

AN INTERVIEW WITH MARK HOPKINS!

If you by merely purchasing a railroad ticket could have such an interview, you know that you would not hesitate to buy it. And yet there are as great men living today that you may meet, and that you as a commercial teacher ought to meet. You need the inspiration of the present more than of the past.

There are teachers who by the nature of what they teach must be versed in history, or in truths that do not change, but you must be modern. Your world changes so rapidly that books written on business only ten years ago are today worthless. You must keep up with the times and yet you cannot always attend summer schools, so the only substitute for this condition is to attend our large conventions.

A manager of a commercial school once told me that at one time his school was so small that it seemed absurd to keep it open. However, one fall he went to a convention and from the inspiration and suggestions he received there came home with a new vision. In a few years his school became one of the largest in the state. There is no limit to the possible value that can come from attending a convention. Struggling schools and weak departments are always built up as a result.

Opportunity is always present at conventions, too. I heard a famous man say recently that he would still be an obscure teacher in a small village if it had not been for going to conventions where he came in contact with prominent men, and by becoming acquainted with them secured big positions. Even the write-up in your local paper about your attendance at a convention will advertise you in a forceful manner.

The National Commercial Teachers' Federation will hold its next meeting in St. Louis, December 27-30. You cannot afford to deprive yourself of the many advantages offered by this great National Convention. Then, too, it is always a pleasure to visit a new and different city — particularly so

when you are to be guests in a special way. A personal welcome awaits you. Will you be there?

Sincerely yours,

ALMA PENHITER.

Submitted by Alma Penhiter, a student in Gregg School, Chicago.

* * *

III

To and for All Commercial Teachers, Here, There and Everywhere:

TRADITION! Ponder over the word and its meaning.

In a few years the 1921 convention of the National Commercial Teachers' Federation, which meets in St. Louis, December 27 to 30, will be tradition. Why not help make it?

You have often read of the past and envied the doers of big things. Go back and live with the founders and early settlers of St. Louis, trace the results of their work through the years in the city. Little did they dream of the present wonder city of the Mississippi valley being the ideal convention place that it is today. First of all, it is almost centrally located, with ample, comfortable accommodations for an almost unlimited number of visitors; second, it has many public works, places of historic interest and excursions on the great "Father of Waters" for visitors to enjoy. Would not a visit prove beneficial in itself?

You can, in reality, take part in an important event and be a doer in a big thing, the National Commercial Teachers' Federation Convention. When that event becomes tradition, you with broader, more comprehensive views, new progressive ideas in teaching and commercial work, to say nothing of the personal contact with, and the friendship of all the "Live Wires" in the commercial world, all of whom will be present, will appreciate the opportunity of which you took advantage.

The railroads are giving reduced rates and the entire city, with its usual spirit of hospitality, will be ready for you; then, when the convention is over, a directory of the membership will be published. It means prestige and co-operation to enjoy the privilege of having your name in such a directory. Co-operation has ever made things go forward in the right way; your attendance at St. Louis this year and your membership in the Federation guarantees you our full co-operation in every line of commercial activity. Can you afford to deprive yourself of such a great benefit?

A visit this year will make you an enthusiastic booster for the Federation, and for every convention. Write, Robert A. Grant, President, National Commercial Teachers' Federation, Odeon Building, St. Louis, Mo., for complete information.

TRADITION will be made. Help make it.

Yours for Commercial Progress.

ALLEN B. WILLIAMS.

Submitted by Allen B. Williams, a student in Albuquerque Business College, Albuquerque, New Mexico.



Little Stories of Business

By CHARLES T. CRAGIN
Holyoke, Mass.

RE-INCARNATION OF ELIZABETH

Part II

Tom Holland, Esq., stood six feet in his stockings when he straightened up, but he was inclined to be slouchy. He smoked a disreputable briar pipe most of the time, when he wasn't asleep, wore clothing of doubtful cut, sleeves often frayed at the cuffs, sometimes out at the elbows. Very rarely



were a full set of buttons to be found on his raiment. He shaved when he thought of it and had his hair cut when it began to get in his eyes and cover his ears, and he had a matchless flow of language when angry, language not to be found in even the highest-priced dictionaries. His private office contained one large writing table covered with a perfect avalanche of law books, pamphlets, patent office reports, papers, letters, pens, pencils, blotters, pipes, tobacco, matches, jackknives, crasers, and the deuce knows what. It would have required a catalogue of several pages just to name the articles that Tom Holland, Esq., kept on his desk. Indeed, he was not an Adonis nor a matinee idol; but he had keen, deep-set eyes that glowed like the fires in a furnace when he was moved, and he could charm a jury and make them shed tears and he could cut with sarcasm as sharp as a razor and tear a lying witness all to pieces, and when he took a case in court there was always something doing, though thus far not much money had come his way.

Squire Holland sadly needed a good business woman in his office, for his affairs were decidedly at sixes and sevens. In other words, when a bill came in, if he had any money he paid it; if he didn't, and he generally didn't, he stuck the bill on a spindle and let it stay there until the collector came around again. There were always quite a number of bills on the spindle and the collector who happened to get there when Tom had money got paid first. It was an admirable system of bookkeeping so far as labor was concerned. Didn't take any time at all to keep his accounts payable, and he could tell just how much he owed by taking the bills off the spindle and footing up their sum total, which he never did. His collections for services rendered, were managed in an equally simple manner. He never sent a bill to anybody; if they came in and paid him he put the money in his pocket or the battered old safe, which made part of the office furniture. He didn't keep any books, but on a scrap of

paper, backs of envelopes and things of that kind, he made a rough memorandum of how much he ought to charge So and So for services rendered. If So and So came in and expressed a desire to pay his bill, Tom hunted for these scraps of paper until he found the memorandum and settled it on that basis. You can see what an excellent system of bookkeeping that was, no bother about cost accounting, overhead or anything of that kind, perfectly simple, but not a system likely to put a business man in the ranks of the multi-millionaires. There was urgent need of somebody to straighten up these scraps of paper and find out who owed Mr. Holland.

It was not a slight task, for some of these items dated back since the beginning of his legal career, eight years ago, when he was twenty-five. Tom Holland was thirty-three now, and he looked it, with his shaggy hair, unshaven face, ragged mustache, stooped shoulders, and slovenly apparel. The first thing Elizabeth Morrison did, was to clean up the big table in Tom Holland's office. She got a big blotter and in an old envelope box she put all his pipes and tobacco. She arranged all the legal papers nicely; stacked up all the law books in one corner or put them back in the old book case where they belonged; the pamphlets had a place for themselves and the pens, ink, pencils and erasers were nicely lined up on the blotting paper. She did this one day when Mr. Holland was out of town on a referee case. He was gone all day and in the afternoon Elizabeth got the janitor's boy (who at once became her devoted slave) to bring up a pail of hot water and they washed the dingy three windows of the office and swept a half bushel of dirt down from the window shades, off the window sills and out of the corners of the room into the hallway.

When Squire Holland came into his office the next morning he nearly had a fit, and said: "Oh my suffering cats! My sainted aunt! My good grief! These were not really the words of Mr. Holland, but he turned to Elizabeth and said: "My dear young woman, you have ruined my life." Elizabeth stared at him in speechless amazement, for she thought he would be pleased and expected words of praise rather than words of blame.

"Why my dear young girl!" said Tom Holland, "I had everything on this table right where I could find it; now you have got it so I don't know, but it will take months and even years to get it back to where it was before!" Then Elizabeth laughed for she saw that Mr. Holland didn't mean all the savage things he said. "But," he added ruefully, "You have wasted

your time, my girl, you can't teach an old dog new tricks; it will be just as bad as it was before; just give me a little time." There is much truth in those words of Mr. Holland's. It is not easy to make a disorderly person prim and precise and the pipes didn't stay in the box; the tobacco was again scattered here and there; papers and books and pencils and pens and legal papers and letters straggled promiscuously over the wide table again; but at any rate the sun could shine through the window glass and dirt was unknown in that office after the reign of Elizabeth began, for Elizabeth did reign over the office of Thomas Holland, Esq.

The first great improvement in the affairs of Mr. Holland came when Elizabeth undertook the management of his financial affairs. There were several thousands of dollars due this young lawyer. Much of it would remain due as long as he lived, for it was from parties who never paid a bill unless they were obliged to. If a man has nothing you can't make him pay and these accounts Elizabeth just put under the head of "Suspense." "There is not much suspense about it," said Tom Holland, as he looked at the long list of names with anywhere from \$ to \$50 against them. Yet Mr. Holland was mistaken. There are ups and downs in this world of ours. The bankrupt of today is sometimes the rich man of tomorrow. It is only the dead-beat of today who is a dead-beat of tomorrow, and some of these Suspense accounts paid cash when least expected. A good proportion of Tom's accounts required only a courteous, well-written letter, pounded out on Elizabeth's typewriter to bring a response, not always to the first call, but they came in steadily, and soon there were no bills hanging on the file and when a collector came in with a bill he got the money, not from the cash drawer in the battered safe, for Elizabeth convinced Tom Holland that it was more dignified to keep a bank account and pay the bills by check. When he left his coat hanging up, as he often did, somehow or other the buttons got sewed on and the frayed edges were trimmed and the coat was no longer out of elbows.

Now a nice looking, well-dressed girl about an office is sure to have a sort of missionary effect on the men of that establishment, and Elizabeth was always well dressed. That had been the chief part of her early education. Her hair was done up as hair ought to be and it didn't give anybody sore eyes to look at her by daylight or candlelight and Tom Holland, Esq., began to shave regularly and had a hair cut every other week and bought a new suit of clothes and a new necktie, had his shoes shined and straightened up his shoulders as a man does when he gets a new suit of clothes and looks in the glass and sees that he isn't a man of middle age at thirty-three.

At first, Elizabeth did not appreciate the position she had. Her whole early

(Continued on 2d following page)

Writing Materials and Methods

By G. D. GRISET, Evanston, Ill.

Authorities agree that the earliest steps in handwriting are buried unrememberably in the unknown past. How those who lived seven, eight, or ten thousand years ago wrote, if they wrote at all, authorities do not pretend to know. The oldest of man's handwriting (if one can call it that) that we have discovered are certain records that were chiseled, about six thousand years ago, in the living rock of mountainsides in Mesopotamia. The writings record certain victories of several kings. They were evidently cut in the rocks by the order of those kings, to commemorate, in a most lasting manner, their glorious conquests. Some of these rock-carved records cover the face of vast precipices; they were done on a grand scale. The writing of those memorials was no child's play. Many men must have worked on each account for days. The vastness of the undertakings, the subject matter of the accounts, and the fewness of such memorials, are sufficient proof that these writings were not every day affairs. Surely they were what they seem to be, the result of the vain desires of proud, wealthy rulers to perpetuate their glory in a most lasting way.

Our authorities would have us believe, however, that these grand inscriptions are samples of the penmanship of that far distant day. They reason in this way: "These are the only specimens that we can find of the writing of this people; therefore, let us call the age in which they lived the stone age, as these specimens were carved in stone. As we can find no other samples of their writing, we conclude that they wrote only on stone."

As a matter of fact, it proves nothing of the kind. Stone is the only material that can withstand the ravages of six thousand years. Even the stone, in many places, has crumbled away. Besides these stone signboards were, in most cases, in ideal locations to withstand the destruction of the elements and of mankind, secured as they usually were high up on the precipitous walls of mountains. Instead of being proof that those ancients wrote only on stone, these carvings are really convincing evidence that they wrote on some other handier materials. The carved letter offer in themselves enlightening pointers. Their triangular, wedge shaped strokes were most likely the conventionalized imitation of brush strokes adapted to the stone cutter's chisel. It is hardly plausible that man would first attempt to write on such a stubborn material as stone. No! The men who painfully carved those great pages surely had energy, skill, and brains enough to devise an easier med-

ium upon which to practice chirography.

"Then where are some remains of writing on this other medium?" challenge the authorities.

"Why, gone back into the elements, old top, to be sure. Six thousand years is a long time, don't you know. Do you realize that our Declaration of Independence is kept under glass in a dark room; that the ink with which it was penned is fading so rapidly that it will soon be indecipherable. And that great document was written scarcely one hundred and fifty years ago!"

What possible materials might they have used? They probably prepared skins in some way. They may have made some sort of paper. Why not? The Egyptians used papyrus over two thousand years B. C. Isn't it reasonable to think that the Babylonians used it two thousand years earlier still? They probably wrote on clay tablets or bricks.

This brings us to our next step. Explorers have found, of late years, in the country about the ancient site of Babylon, many clay bricks, or tablets, some of which contain writing. This writing is now being read by a few savants. It seems that these records are also concerned mainly with the business transactions, etc., of kings. As a rule the printing on these bricks is rough—much like the printing that is stamped into bricks as they are pressed in the making now-a-days. T. C. Hansard, in his *Typographia*, on pages seven and eight, says that his knowledge of printing led him to believe that these Chaldean bricks were not written upon, but stamped. The evidence accounting for this conclusion was the swelling of the clay around the impress—a sort of a burr, or projecting part, that had evidently followed the raising of the stamp. Mr. Hansard also speaks of some much finer writing on a clay cylinder in the form of a regular frustum of a prolate spheroid which he studied in the London Museum. This curious specimen is dated about twenty-two hundred years B. C. Mr. Hansard believes that it was used as a stamp for multi-graphing many copies of the writing that it contains.

Probably Mr. Hansard's shrewd conclusion is correct. These finer tablets were probably used as the modern printer uses engraved stones, as well as steel and copper plates, as stamps for stamping certain copy on many sheets of paper, vellum, or sheepskin. It doesn't take much imagination for those of us who have had to do with the heavy stones upon which some engravers practice their craft to visualize the wondering curiosity of learned explorers, four thousand

and years hence, should they, while digging where the Loop now is, chance upon a heap of used engraver's stone. They'd probably conclude that Chicagoans, in 1921 A. D., wrote on stone about a foot square and three inches thick.

The next epoch in the progress of writing, according to the authorities, is the discovery and use of papyrus and reed pens. It has been clearly shown that as early as 2200 B. C. the Egyptians wrote on papyrus, with red and black ink by using reed pens. The Historical Society of New York possesses a small bundle of such reed pens, with the stains of red and black ink yet on them. A painting in Ben Hassan shows a scribe at work with one pen in hand, the other back of his right ear, and with his ink well before him. It has been made plain beyond doubt that during Joseph's time reed pens, ink, and paper, were extensively used in Egypt.

Here again, it seems to me, do the authorities come to a false conclusion. They reason, that as the oldest samples that have been discovered of Egyptian reed pen writing is about 4200 years old, therefore at about that time the Egyptian discovered this ready medium for writing. They also decide, that as the only specimens of Egyptian writing that they have discovered (on the walls of tombs and on mummy cases, etc., by the way) was done so and so, therefore, this must have been the manner of doing all Egyptian writing.

I contend that what specimens we have, or have not discovered, prove nothing as to the real date of the first reed pen writing. These specimens prove only this: That at the time they were written the Egyptians used reed pens. They may have used reed pens for two thousand years already. They probably had other means of writing. It may be that they borrowed the reed pen habit from the Chaldeans, who probably got it from the Indians, who in turn perhaps received it from the Chinese. Who can tell? Of this we may be sure, the Egyptians didn't discover this reed pen stunt over night.

Furthermore, it isn't wise to decide that the writing that we find in and on old tombs is a specimen of the cursive hand of the people. Isn't it probable that there was about as much difference between the cursive, or running, every day handwriting of the Egyptians and that more artistic style that he reserved for dignified occasions, as there is between our arm move scribbling and the severe styles that we use in filling in diplomas, carving head-stones, or preparing bronze memorial tablets? It is only natural to suppose that the ordinary missives—the bills, the diaries, the love letters would not last 4200 years. In fact, we have the dry, pure atmosphere of Egypt, and luck, to thank for the interesting samples that have been preserved for us for so long in the heart of the Pyramid.

When asked with what the Roman
(Continued on page 23-35)



CRAGIN

(Continued from 2d preceding page)

life had been given to matters so entirely different; but she had caught something of the spirit of business that makes this great country of ours a world leader, in the business college of the rough diamond, Mr. Brand, and gradually she rose to the occasion and entered into the spirit of business that pervades the office of a growing lawyer, and as he became more civilized in dress and appearance, a better class of business began to come to him, just as it does to any man who makes himself fit in appearance for the business he is carrying on. His first cases had been largely those that lawyers of high standing wouldn't touch, because there was no money in them, or criminal cases in which he defended the man or woman who seemed to have no other defender; but he was so uniformly successful in handling these apparently hopeless cases, that the members of the bar began sizing him up, and it was not long before his fame as a jury pleader reached outside the boundaries of his native city.

"By the gods of war, Elizabeth the first," said Tom Holland as he came bustling into his office one hot August morning near the close of dog days, "I have got a big case this time."

"Why Elizabeth the first, and what is the big case?" remarked the young woman as she turned from her typewriter, where she was hammering out some kind of a legal document.

"Well, you're Elizabeth, aren't you?"

"Yes."

"And you the first stenographer I ever had and aren't you the boss of this office?"

"Well, I am when you're out, perhaps."

"Yes, and when I am in. Now look at that table. Do you remember what it was before you inaugurated your reign of terror?"

"I don't like to," remarked Elizabeth; "but what is the big case?"

"Well, I am counsel for the defense in the Blackburn murder case, and if I win that case I will be a head-liner in the newspapers all over the country."

A Notable Tragedy

The Blackburn case excited great attention. Blackburn, a wealthy broker, had become infatuated with the wife of one Melburn, or the wife of Melburn had become infatuated with Blackburn, whichever way you like best. Blackburn was a man of large wealth and high social standing; a man around forty, of fine appearance and dominant personality. Melburn's wife was a feather-headed fluff of a woman whose whole idea of life was dress and pleasure. Blackburn and Mrs. Melburn became acquainted in the social circle to which both had access and where he was one of the elect. Melburn, a hard working public accountant, was away from home a good deal, and his absence gave ample opportunity for the growth of an intrigue that took Mrs. Melburn on frequent trips to Chicago, where there

was not much doubt that she and Blackburn met, on pleasure bent. There were no children in the Melburn family to occupy the attention of its light-hearted and light-minded mistress.

One day Melburn got an anonymous letter telling him that his wife would bear watching with painful results.

Melburn became satisfied by his frightened wife's confession of the guilt of these two parties and perhaps, unjustly, he blamed Blackburn more than he did his wife, for you see he knew his wife. With all her faults he loved her, as strong men often do love foolish women, and made some allowance for her lightness of character and emptiness of head. But Blackburn was a pillar of society, stood high in political circles, was talked of for congress and even for Governor. He had a family of his own. As Melburn thought this over a deadly rage ate into his heart and soul, and it is not the man of loud mouth who goes around chewing the scenery and telling about the graveyards he has populated with his victims, who does much damage in this world. He seldom hurts anybody except with his mouth, and those hurts are not fatal. It is the still chap who keeps brooding over an injury until the hurt of it eats deep into his soul, who startles the community by sudden tragedy, swift and terrible.

Melburn went down to the office of Blackburn in the New York Life building high up on the tenth floor. He walked in through the main office swiftly, passed the telephone girl and the office boy before they had time to check him, entered the private office of Blackburn, and closed the door and locked it.

There was a sound of loud voices, a scuffling of feet, an overturning of chairs, and then a sharp report, a smothered cry, a heavy fall, and when they burst open the door they found Melburn, a smoking pistol in his hand and Blackburn lying, a huddled mass, on the floor with a crimson spot that grew wider and wider on his white shirt front.

The papers said it was a clear case of murder. Melburn, so they said, had no real proof that his wife was guilty of anything more than indiscretion in occasionally meeting the wealthy manufacturer in the big city fifty miles away. But Melburn in a fit of jealous rage with murder in his heart killed this man as he would have killed a mad dog.

As Melburn told the story, he went down there to tell Blackburn to keep away from his wife, not to kill him, and locked the door that he might not be interrupted. The minute he approached the subject Blackburn flew into a furious passion, called him a d— blackmailer, and told him to get to some place out of his office before he kicked him out. Melburn said he sprang at Blackburn and as he did so, Blackburn seized a pistol from a drawer in his desk and aimed it at him, but before he could fire, he had him by the wrist and twisted the pis-

tol out of his hands. Then Blackburn seized a heavy desk ruler, struck him once with it, his left arm warding off the blow from his head while his right hand grasped the pistol. Blackburn again raised the heavy ruler and a Melburn saw it coming straight for his head he shot him.

There were no witnesses to the tragedy and the friends of the family of Blackburn scoffed at the story of Melburn, which indeed had some doubtful features. They said that he went down there with murder in his heart, that he deliberately closed and locked the door, and then as deadly as a rattlesnake, killed his victim without giving him a chance for his life and they were determined to send Melburn to the electric chair. The District Attorney wanted another election that fall and it would be a feather in his cap to secure the conviction of the murderer of a prominent business man. The Attorney General of the state saw some political advantage in appearing in what was to be cast celebre and the family of Blackburn engaged a noted criminal lawyer to assist the District Attorney and the Attorney General. Melburn had no money to speak of, but a few men who knew both Blackburn and Melburn for what they really were, agreed to find money to pay a good lawyer and somebody to help him. Said one of these men: "Tom Holland is your man and he won't require all the money in the U. S. treasury to defend you. It's true he never handled a big case but he never lost a small one. He has generally defended the under dog and the under dog has always come out on the top when he did defend," and so it came that Tom Holland was counsel for the defense in the celebrated Blackburn murder trial.

The court room was packed to the doors and outside in the corridor and around the court house crowds of people had gathered on the closing day of the trial. Busy reporters with pockets stuffed full of pencils ran from the court room to the telephone booths every few minutes to send in over the wire reports of the testimony and when Tom Holland rose to make his plea for the defense things looked black for Melburn. He had refused to call his wife and refused to take advantage of the plea of the unwritten law, that law which allows a man to kill a man who has led astray wife or sister or daughter. In order to take advantage of that plea he must stain the name of his wife, and though he knew her to be guilty he refused to do it, and Tom Holland's sole plea was self defense.

The prosecution was unable to prove that the weapon used belonged to Melburn but on the other hand the defense could not prove that it belonged to Blackburn. No one knew that Blackburn had a pistol in his desk. He probably didn't until he began to fear an attack from Melburn, then from somewhere he bought an old Smith & Wesson thirty-eight calibre gun. In this closing plea for the

(Continued on 2d following page)



Lessons in Artistic Penmanship

— For Beginners —

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

Are You Doing Your Duty?

Have you followed instructions in a November lesson? Do you begin each practice sitting with the "WARMING UP EXERCISES"? Are you practicing hour after hour on each exercise before you pass on to the next? Are you taking them in the order presented? Or, did you give the lesson the once-over, and say to yourself, "I see nothing out of the ordinary in those copies?" And forthwith proceeded to scribble—a little at this, a little at that, and thus fritter away precious hours because you are unwilling to pay the price of thorough, systematic practice. As a teacher, I am concerned in having you become a fine penman—want you to attain to the modest degree of skill I have attained, and to aspire you to become a much superior penman, and to so enthuse you that nothing short of perfect mastery of the highest type will satisfy you. I got most of what I have acquired from the penmanship journals. I know a number of penmen—they are not ordinary fellows like you and me, many of these have had far less opportunity. But by study and practice always systematically, every determinedly—they have attained to heights that are sometimes discouraging to the rest of us.

If you did not start properly, back up and begin over. I do not care if you are behind—you are getting the Business Educator, so take the lessons in their regular order and start anew. To others who failed to get started, it is not too late, in fact it will not be too late at any time during the course; just get the beginning lessons and start out by writing me your intentions. To others who neglected to send in a "declarations of intentions"—do it now. Those who wrote me received

Instructions

The new letter, applying the direct oval shade and flourish of the November lesson, is the capital E. After your "warming-up" exercise, tackle Nos. 1-4 with vim, vigor and virility. Make them large, free, and bold. Keep shades high, heavy, and uniform in width. Let the Series run easily downward at right angles to your regular slant.

In the practice of the single E as illustrated in Number 5, keep in mind the flat oval that should parallel the base line, and that the flourish encircles the loop of the letter.

In Numbers 6-7 we add the capital stem that forms the initial shade of such a great number of capital letters. Because of this we are going to keep at it until we can make the combina-

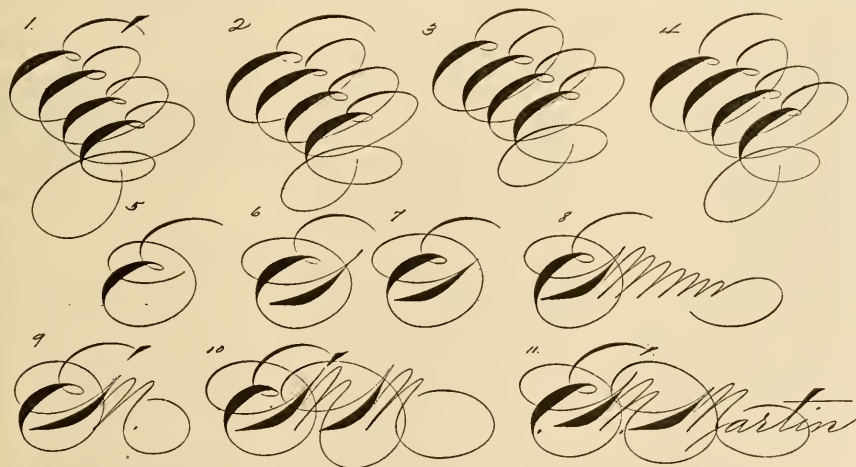
tion perfectly. It is made with a rapid swing to the top of the stem, a momentary pause, and a snap-shade finish. This snap shade brings the major portion of the pen-pressure below the center of the stroke, and produces the contrast in combination with the direct oval shade, the bulk of which is above the center. In position, aim to center this reverse oval shade on the base line within the flat oval flourish of the E. Avoid too much ink on your pen—you can't make a snap-shade taper properly if you are pushing an unnecessary lot of ink ahead of the point. You can regulate the supply by withdrawing the pen slowly from the ink well.

Exercise No. 8 is the same as five and six, with the addition of the diminishing M exercise. In starting the pen upward to make the beginning stroke of the exercise aim to have the pen strike the paper to the right of the wet shade. Finish with a full reverse oval swing.

In exercise No. 9 we have the E and M complete. In the next we have added another M. Practice this over and over for assurance and precision. Mark your best combinations by writing a simple name.

Assignment

After working out the E and M combinations, try the M's with the capitals O, A and C of the last lesson. Send me clippings of your efforts on each, including 12c postage, and I will send you a personal letter of criticism and inspiration. Form the habit of clipping and filing your best efforts—date them. You will appreciate this later in life.





CRAGIN

(Continued from 2d preceding page)
defense Tom Holland made himself famous. It is said that the late Rufus Choate, of Massachusetts, could charm a jury so that black looked white to them. When Mr. Choate died Wendell Phillips, the silver-tongued orator said: "Every murderer in Massachusetts put on mourning."

Tom Holland in his plea for the defense played upon every harp string of the human hearts of those twelve jurymen. He rose to a height of eloquence seldom heard in the court room, and if the jury had been allowed to leave the box at the conclusion of his plea they would have acquitted Melburn in ten minutes but he didn't get off so easily as that, for the Attorney General cocked and primed by the great Chicago lawyer hammered hard and showered blows upon the armor of the defense. When the jury went out there was a great hush of expectancy, which grew deeper and more sustained as the hours passed by, until at nine o'clock at night, after six hours absence, they announced that they had a verdict, and when the clerk of the court said to the foreman of the jury: "Do you find the prisoner guilty or not guilty?" there was a death like silence over all the court room, still crowded. But when the foreman said "Not Guilty," a burst of applause which even the sharp blows of the Judge's hammer could not stop, swept through the room, and Tom Holland was famous, for he had won a verdict against tremendous odds.

Three months later Thomas Holland, Esq., found himself without any effort on his part a candidate of the people's party for District Attorney, and his election followed. As District Attorney he had a chance to show the metal he was made of and two years later, after sending several rascals of high degree to get free board in the state penitentiary he was elected the reform Mayor of Gainsville. Holland had found his pace, and for seven years he served the city as no man had ever served it before. As Mr. Brand, of the Business College, had said, he was something of a crank, one of those rather rare creations who really believe that "public office is a public trust."

I suppose Tom Holland could have continued Mayor of Gainsville to this day.

And Elizabeth, how about Elizabeth? Elizabeth the First, boss of the office and manager and director of the business affairs of the man whose name was now almost nation-wide. Well, do you know what happens to such stenographers and private secretaries as Elizabeth Morison had become in the slow growth of years before Tom Holland was chosen Reform Mayor of Gainsville? If you don't, I will tell you, for I have seen it done again and again, and then some. The man gets so that he depends on that stenographer to an extent he wouldn't believe possible when he first employed her, and if for no other reason, he marries her if she will have him,

and sometimes she will. Elizabeth was mayoress of Gainsville during six of the seven years of Tom Holland's administration.

There was no trouble about getting into society now as the wife of the Mayor of Gainsville, and Holland's income from legal sources was sufficient to maintain a creditable establishment. He was a man for rare social gifts when he chose to exercise them, and Elizabeth as head of his household, had ample opportunity to develop the graces she had tried so hard to obtain in her youth.

For the past four years Tom Holland has been a member of the United States Congress, and in Washington Elizabeth has done him no discredit. He is not a man of great wealth, but they move well in social circles, and the Re-incarnation of Elizabeth is complete, an accomplished woman of forty, with girls and boys of her own who are brought up without the false ideas of their own importance which nearly wrecked their mother's life.

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GRISET

(Continued from page 19-31)

rote, the average person will glibly answer, "with a stylus on wax tablets." Most of our authorities labor under this delusion. Others agree with Johnson, who says in his *Private Life of the Romans*: "In the teaching of writing, wax tablets were employed, such as slates were a generation ago. The teacher first traced with a stylus the letters that served as a copy, then he guided the pupil's hand with his own until the child has learned to form the letters independently. When some celerity has been acquired, the pupil was taught to use the reed pen and write with ink upon papyrus. For practice, sheets were used that had had one side written upon already for more important purposes." In other words, the stylus and the wax tablets were used by children in learning to write, as we used the slate pencil and slate. But the stylus and wax tablets were superseded by the reed pen and papyrus, or sheepskin, when a certain amount of proficiency had been acquired. It is evident that the Romans early borrowed the reed pen habit from the Greeks, who had several centuries before got it from the Egyptians.

The quill pen came during the Dark Ages. The chances are that the reed pen was at times hard to obtain in certain countries in those wild times. Intercourse between nations must have been frequently interrupted. As the reed pen was made of a certain reed which grew only in favored localities, and as the process of preparing this plant for pen making was long and difficult, it stands to reason that reed pens were sometimes not to be found in unfavored communities. Probably just such an emergency caused some chap to try to whittle out a pen from a goose quill. They are easily fashioned and write most smoothly. So the quill came (if it hadn't come long before) during the Dark Ages; but it didn't completely out the reed, for the reed is still sold (as is the quill) and used by certain engrossers in London and New York for special types of lettering. Our most skillful penmen of the old school persist in maintaining that no steel pen can ever come up to the good old quill in delicacy of stroke and lasting quality. Among these old-timers are men with reputations (among engrossers) like Dennis, of New York, and Baird, of Chicago.

A. R. Reelhorn, penmanship teacher in the Stockton, California, High School, recently sent us a club of one hundred subscriptions to the *BUSINESS EDUCATOR*. This is a sample of what many California teachers are doing to promote the cause of good penmanship.

Brother Onesime, Sacred Heart College, Montmagny, Que., Canada, sends us a club with more to follow and the following appreciation: "Your courses are so attractive and inspiring that I can't do without them in my class."

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Flourishing

Plates by the Late C. C. Canan
Instructions by the Editor

LESSON 2

After the simple strokes given in the first lesson (November issue) are fairly well mastered they should be used in designs such as those illustrated in the present lesson.

The difference between the first and second exercises is in the degree of shade. The first exercise is made with very little shade, and the second with a heavier shade. These strokes should, of course, be made rapidly and freely. Flourishing must be graceful, and if it is accurate, so much the better, but flourishing which lacks grace is not pleasing to the eye.

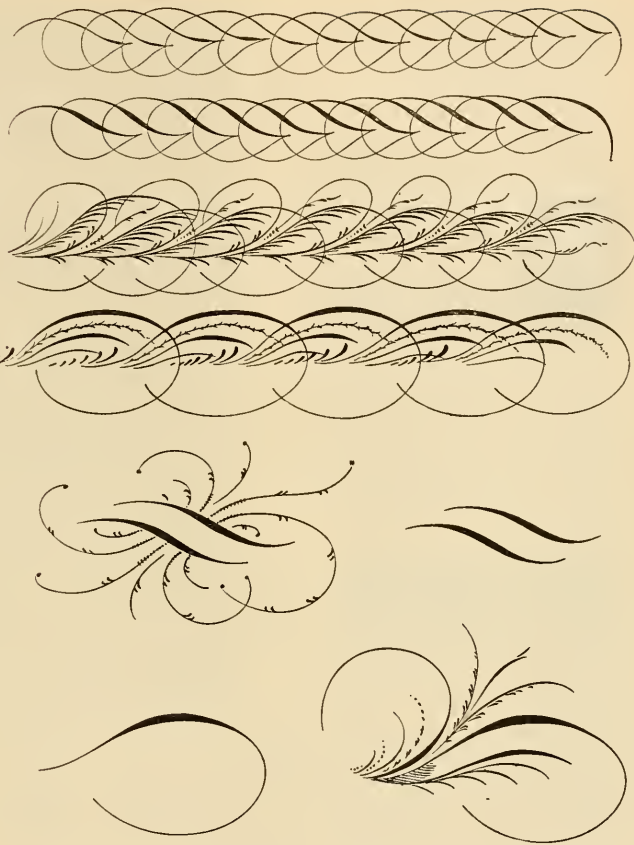
In the next two copies strokes are added for ornament. These strokes also should be made rather freely, but they must be kept small. The broken line in the fourth copy is made up of a large number of short, light strokes. The last part of the lesson shows more intricate designs. Make first the two parallel shaded strokes, practicing them until they can be made the same length, shade and curvature. Do not add other strokes until these can be made to your satisfaction. Then the embellishments can be added. Notice that these are made up entirely of eight lines gracefully curved.

The same is true of the last design in the lessons. Practice the large flourished stroke until the shade is short and snappy, and the curve graceful and free. The second curved stroke must be made upward and to the left. When these can be made in proper relation to each other add the fine lines. Send a page of your best practice work with a dime to the editor and receive criticism.

Talent for penmanship consists in a liking for penmanship practice; and successful penmen have developed this talent by indulging this liking.

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Ida Olmstead, Sunbury, Pa., and Lois Black, Grove City, Pa., are new commercial teachers in the Warren, Pa., High School.

J. R. Bennett, for some years with Kinyon's Commercial School, Paw-

tucket, R. I., is a new commercial teacher in the Helena, Montana, Business College.

C. H. Howieson, last year with Bird's Business School, Bronx, N. Y., is to be with Hunt's Business College, Eau Claire, Wis., the coming year.

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ALBUM ENGROSSING

The accompanying illustration is the first page of an engrossed album, executed in black and white, and representative of what may be called a plain piece of work of moderate price. There is nothing difficult in this specimen and it should be easy for the engrossing student to follow.



All of the lettering is executed with the broad pen of different sizes and the shading of the display lines and the cloud tint under and above the name "John Cleland" was done with brush and water color, which has been explained many times in former lessons. It takes but a few moments for the experienced engrosser to add the shading, and it adds 100% to the appearance of the work.

The same style of work should prevail throughout the remaining pages of the book so that the completed work makes one harmonious whole. This is the rule followed by all engrossers of today and should be followed religiously by the beginner. In all work of the cheaper variety an imitation leather cover is plenty good enough unless your client insists upon having genuine seal, morocco or some other fine grade of genuine leather, and then he should expect to pay for the better grade of cover. Don't attempt to mislead him, however, on the quality of the cover. If you are going to give him imitation leather tell him so frankly. It pays to be on the level. That is the point I wish to make.

There are many brands of paper and I have used many kinds in my own work, but Whatman's hot pressed drawing paper is probably as good as the best where the work is a combination of pen and brush.

C. C. Crawford, Emporia, Kansas, is now teaching commercial work in the Ottawa, Kansas, High School.

Mr. George R. Harrington, of Philadelphia, is the new head of the commercial work of Washington College, Chestertown, Md.

P. W. Costello, the noted engrosser of Scranton, Pa., recently wrote us as follows: "Business is very good with me. I am receiving orders for my work from all parts of the United States. Much of the credit for this is due to your good magazine."

Another of Mr. Costello's fine lessons appears in this number, and his work will continue to be published in the BUSINESS EDUCATOR.

At a meeting of the
Directors
of the Savings Bank
held on
Monday, January the
fifteenth, nineteen hundred and twelve,
the following testimonial was presented
and adopted on the death of the late

John Cleland

who was a director in that institution:
John Cleland, a member of this board,
was stricken with paralysis on the 19th of
December last and died January 5th, 1912,
at his home on Madison Avenue, in this city.
He was a native of Wishaw, Lanarkshire,
Scotland - a descendant of prominent
families of that locality. When a youth he
became a clerk in a store at Hamilton,
near his native town, and afterwards in
Glasgow, sixteen miles away.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.

Required by the
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Of Business Educator—Professional Edition,
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State of Ohio
County of Franklin

Before me, a Notary Public in and for the
state and county aforesaid, personally ap-
peared Arthur G. Skeeles, who, having been
duly sworn according to law, deposes and says
that he is the editor of The Business Educa-
tor, and that the following is, to the best of
his knowledge and belief, a true statement of
the ownership, management (and if a daily
paper, the circulation), etc., of the aforesaid
publication for the date shown in the above
caption, required by the Act of August 24,
1912, embodied in section 433, Postal Laws
and Regulations, printed on the reverse of this
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Editor, Arthur G. Skeeles,
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Business Manager, E. W. Bloser,
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2. That the owners are: (Give names and
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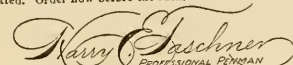


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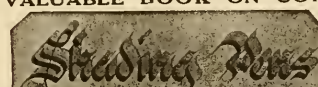
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Brush Work

This design was tinted in shades of brown obtained by mixing lamp black with a very small quantity of light red. Two No. 7 sable brushes will be necessary, one for color and the other moistened with pure water for blending purposes.

First outline scroll work with a pen filled with diluted India ink. When the ink is dry, erase all pencil lines and proceed with the brush work.

Wash in the half-tones, aiming for transparency. Mix color with more body for darker tones; study color values constantly and aim for correct gradation from the half tones to the middle and darkest tones. The darkest tone in this design is in the oval around upper part of initial "W". Add white lines and dots, using Chinese white in a clean pen when the work is otherwise finished.

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BOOK REVIEWS

Our readers are interested in books of merit, especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly viewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

problems in Business Finance, by Edmund E. Lincoln, M. A., Ph. D., Assistant Professor of Finance, Graduate School of Business Administration, Harvard University. Published by A. W. Shaw Company, Chicago, Illinois. Cloth cover, 525 pages.

This book gives little attention to the spectacular financial problems, peculiar to the large corporations which have been usually stressed. Rather, and what the author believes is more important, it points out the normal financial problems of the small and medium sized unit, incorporated or unincorporated, as well as those problems common to all enterprises whether large or small.

In order to develop the subject in the most concrete way, practically the entire book consists of a series of carefully selected and arranged "cases" presenting vital problems which have actually arisen in hundreds of different business concerns and situations. The introductory section furnishes an excellent key to all matters of principle raised in the problems. The problems are accompanied by helpful references, and are followed by questions which are meant to develop the financial judgment of the reader and to prepare him for dealing with similar problems.

The problems cover such subjects as the following: financial problems involved in launching a new enterprise, methods of raising fixed capital (including security issues of various types), financial problems involved in the expansion of an enterprise, prospectus analysis, methods of securing working capital (bank borrowing, the commercial paper market and trade acceptances are particularly stressed), financial aspects of purchasing, producing, and selling goods, fundamental problems in mercantile credit granting, turnover or inventory in relation to profit, questions relating to the proper distribution of income, financial standards, financial economies of the smaller business units, examples of financial involvements of various sorts and the methods by which concerns have saved themselves.

Certain Success, by Norvel A. Hawkins, Majestic Bldg., Detroit, Mich., author and publisher. Cloth cover, 382 pages.

The following subjects are treated in the above mentioned volume: The Universal Need of Sales Knowledge; The Man-Stuff You Have for Sale; Skill in Selling your Best Self; Preparing to Make your Success Certain; Your Prospects; Gaining your Chance; Knowledge of Other Men; Getting Yourself Wanted; Obstacles in Your Way; The Goal of Success.

Labor's Crisis, An Employer's Analysis of Labor Problems, by Sigmund Mendelsohn. Published by the MacMillan Company, New York City.

The views and observations presented in this book should have some value even to the student of labor, because they are based upon the practical experience of an employer who has to deal not with the theories but with the facts which determine the relationship of capital and labor.

Some of the most important chapter headings are as follows: Poverty, Its Nature and Effect; Poverty as Related to Labor; Characteristics of Capital and Labor; Labor-Saving Inventions and Labor Supply; The Malthusian Theory as Applied to Labor;

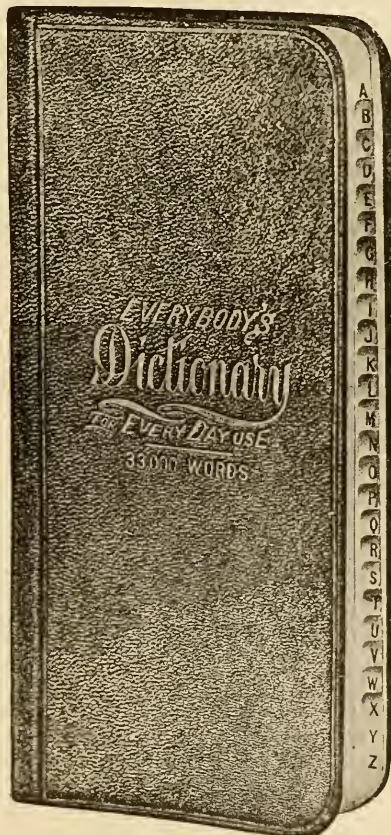
Economic Effect of Curtailed Labor; Cost of Living Subject to Psychological Influences, Inflated Cost of Living due to Contraction of Labor; Moral Economics as Applied to Living; Handling of Labor in Small Plants and Labor as it Affects the Wife and the Home.

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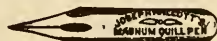
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VOL. XXVII

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No. 5

January, 1922

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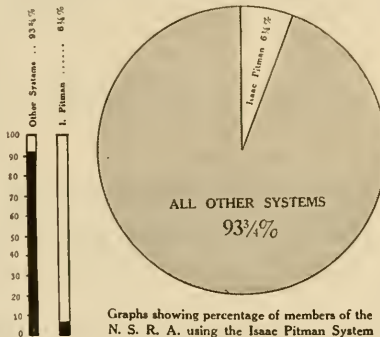
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Why Do So Few Reporters Write the Oldest Pitmanic System?

That is an interesting question suggested by running through the 1920 report of the National Shorthand Reporters' Association. The roster shows that only fifty-seven (6 1/4 per cent) of the total membership claim to write Isaac Pitman shorthand, the original Pitmanic system. Eight of these are Canadian reporters. The graph visualizes the situation. This is the amazing representation in the leading body of professional reporters of the oldest Pitmanic system in America after eighty-four years of teaching and vigorous advertising!

The roster of the association presents some other thought-provoking data. It shows, for example, that the original Pitman Shorthand has split up into forty-one varieties. (See Official Report, 1920, page 40.) This fact suggests another pertinent question. Why are there so many modifications of the original? The answer is quite simple and also quite convincing. "Changes" and "improvements" and "modifications" in a system are the result of discovered weaknesses by practical users—a recognized need for something better. The greater the number of developed defects, the greater the number of variations.



In support of this conclusion is the fact that the Standardization Committee of the association has been working for years to reduce suggested improvements to a workable basis. Incidentally, the labors of this body of earnest, practical reporters of high professional ideals, striving conscientiously for years to improve Pitmanic shorthand (but without tangible result), are about the most conclusive proof of the inadequacy of Pitmanic shorthand that could be offered. It explains why so few reporters use the original system, and why it ranks next to the lowest in reporter representation among the Pitmanic systems of any consequence—the lowest being the Munson, which more closely approaches the Isaac Pitman in general characteristics than any other.

The data to be derived from this report is enlightening, in view of the well-known tenacity of life of shorthand systems—as, for example, the Gurney system, which for more than one hundred years has been the official reporting system used in the British Parliament.

But What About Gregg Shorthand?

It is beside the point to discuss the reporter representation of Gregg Shorthand in an association which is composed largely of Pitmanic reporters, although the rapid increase of reporters using Gregg Shorthand is without a parallel in the history of shorthand. Gregg Shorthand is a mere strippling compared with the venerable systems represented in the association's roster. The writers of it naturally would not be found in abundance in an association which devoted so much of its attention to Pitmanic problems—such as "standardization," etc.

But this one fact is outstanding and significant: One of these Gregg members, Mr. Albert Schneider, won the world shorthand championship in the 1921 speed contest of the National Shorthand Reporters' Association, in defeating three former champions and the best Pitmanic writers that could be summoned to defend the cause of Pitmanic shorthand. He established a record on the most difficult kind of matter given in the contest that has never been equalled by any other writer in any contest—211.2 words a minute net, with an accuracy of 98.32. In addition, he transcribed five of the highest speed dictations—175, 200, 215, 240, and 280 words a minute—in the time allotted for three—a feat that has never before been equalled. In the five dictations his average speed was 222 words a minute, and his average accuracy, 98.26. The speed and legibility of a shorthand was never more convincingly demonstrated.

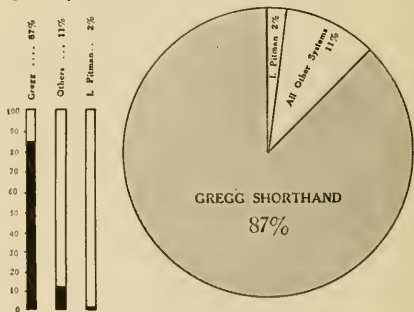
If speed and accuracy in shorthand writing are essential qualifications for a shorthand reporter, then there is not an argument left against Gregg Shorthand. Mr. Schneider defeated the best that the Pitmanic writers could produce, and he is the youngest and least experienced writer to win the championship.

Why Do So Few Schools Teach the Oldest Pitmanic System?

The oldest Pitmanic system in America—Isaac Pitman Shorthand—is taught in the high schools of but 2 per cent of the cities and towns of the United States whose high schools teach shorthand. May not the experience of the schools parallel the experience of the reporters?

The status of Gregg Shorthand, which came into the field half a century after the original Pitman system, is in striking contrast. It is taught in the high schools of 87 per cent of the cities and towns of the United States whose high schools teach shorthand—adopted, in most instances, after a comparison with

the older systems. (See graph for comparison.) It is a certainty that the school authorities and the teachers—a majority of whom formerly taught Pitmanic shorthand—know results when they see them. The teacher has no illusions. He has the experience of hundreds of learners to draw from; the reporter bases his judgment upon his own.



By sheer force of merit Gregg Shorthand has risen in a short time from a negative position to one of positive dominance. It is today the NATIONAL SYSTEM—tested and proved from every angle.

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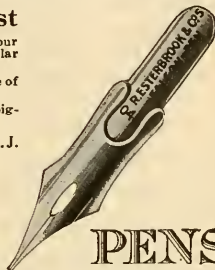
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PENS

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Miss Charl O. Williams
 of Memphis, Tenn.

Has written the leading educational article for the January number of

THE BUSINESS PHILOSOPHER

Both school men and women, and progressive business men are interested in a series of articles treating of the public schools, which are appearing each month in this magazine. The first articles, three in number, were written by Chas. Clinton Hanson who asked "How May Our Public Schools Meet Present Day Needs?"

Other articles are in preparation for publication in the next few months, written by the superintendents of education of several states.

Every teacher should read the opinions of leaders on both sides of this question in The Business Philosopher for the coming twelve months. The subscription is \$2.00 a year. If subscriptions are received before January 30, three back numbers containing Mr. Hanson's series of articles will be sent without charge.

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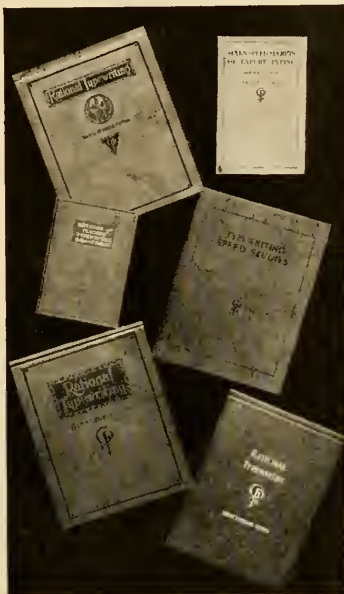
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Thirty Minutes
October 25, 1918

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Gross	Errors	Net words a minute
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THE Business Educator COLUMBUS, O.

VOLUME XXVII

COLUMBUS, OHIO, JANUARY, 1922

NUMBER V

HAVE YOU FAILED OFTEN ENOUGH TO SUCCEED?

Before a man succeeds in any undertaking it is often necessary to fail a considerable number of times.

Alexander Graham Bell made thousands of experiments before he perfected the telephone. Every one of these experiments might have been considered a failure, but if he had accepted failure before the final experiment the telephone would not have been invented.

Who has made the greatest number of unsuccessful experiments in this country? Undoubtedly, Thomas A. Edison, who has perhaps made more successful experiments than any other man.

When a man is a failure it very often means that he is on the road to success. The road is probably paved with many more failures, so that the more often a man has failed the nearer he is to final success.

If you feel that you would like to succeed, you should ask yourself whether you have failed often enough to earn success.

Which is another way of saying that, in order to succeed, you must stick to your aim.

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When buying your ticket to St. Louis, be sure to ask for the Certificate in order to secure your return ticket at half fare. Remember that reduced rates can not be given you unless you have this Certificate, and it is necessary that at least three hundred fifty be presented before the reduced rate can be given to any one.

L. P. Cone, manager of the Summit City Business College, Bluefield, W. Va., says in a recent letter, "I am starting a 'Certificate by Christmas' club among the September subscribers." This is a fine idea. Why should not other teachers try it in their schools?

"I always look forward to the magazine each month with pleasure and profit. No commercial teacher can afford to be without it."—C. LaFayette Bosworth, 760 N. 26th St., Philadelphia, Pa.

E. W. Atkinson, for several years manager of the College of Commerce, St. Cloud, Minnesota, has accepted a position as Head of the Department of Business Administration, State Teachers' College, Maryville, Missouri. Mr. Atkinson contributed a series of examination questions on various commercial branches to the BUSINESS EDUCATOR last year. In his new position he will have a larger opportunity to contribute to the cause of commercial education.



Best Wishes of the Season
To All interested in good

Writing

E. W. Atkinson
Trenton, N. J.

THE BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
HORACE G. HEALEY - - - - - Contributing Editor
E. W. BLOSER - - - - - Business Manager

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HELPFUL WRITING LESSONS

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YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS

Writing, like anything else of value from an educational standpoint, is acquired only by much work and study. If the student of this course writes fifty pages of each lesson and cuts the very best efforts on each lesson out, and sends them to me he will have practiced in the correct manner.

There is no easy road nor trick that I am aware of to shorten the climb, but you have to take each rung of the ladder as it comes or you can never reach the top. Those who have reached the highest heights are those who have put the most thought and the most effort into it.

Not long ago I saw a wonderful specimen of business writing by C. E. Doner. There are qualities in it that are unique, and as I stood there admiring it I said to myself—what effort and practice has gone into this before this masterpiece was possible!

Certain I am that this wonderfully developed hand is not the result of a few moments' practice, but rather a slow gradual progress as the months and years went by.

"Just a little bit added to what you've got makes just a little bit more" is as applicable here as well as to the particular thing the title of this song

has reference to. The greatest reward of practicing is not the money you acquire from your being able to write well, but the personal satisfaction derived from being capable of producing a beautiful sentence or a nicely written page.

"I put love into my work" says Charlton V. Howe, the great engraver's script artist. I believe every word he says, for love of his work is the great foundation upon which his superb script has been built.

In the following work as in the work we have had, sit well back and attempt with the greatest possible ease to produce your best.

⁴¹
I I I I I I I I
Indian Indiana Indianapolis
I am improving in my writing
I owe you some money. I owe you

Lesson 41. Work on the reverse oval. Try to make it as well as you make the direct oval. The letter I is not difficult. Start it on the line or slightly beneath the line. Never start it above the line. The down stroke should be on the same slant as the down strokes of your small letters. Count 1-2-3. On the count 2 you come to an abrupt stop and draw back easily on the count 3.

⁴²
J J J J J J J J J
January January June July June
James Jamestown James Jamestown
Jamestown was settled in the year 1607

Lesson 42. It seems to be a very difficult thing to get the correct slant to the letter J. The down stroke should be perfectly straight and should be on the same slant as the down stroke of the other letters. Count 1-2-3.

⁴³ K K K K K K K K
 Korea Korea Korean Korean Korea K
 Kansas Kansas Kansas Kansas Kansas
 Kind words never die Kind words K

Lesson 43. Practice on the compound drill given in Lesson 5, September issue, before taking up the K. The second part of the K is the difficult part. Do it with ease—it can't be done any other way. Count 1-2-3 4.

⁴⁴ 2 2 2 2 2 2 2 2 2 2
 Quick Quickly Quinsigamond 2
 kick knick knack kick knick knack
 quack quackery question questionnaire

Lesson 44. The Q is based on the compound drill in Lesson 5, September issue. You cannot hesitate in making it—"he who hesitates is lost."

Notice that the small q begins like the small g, the loop being made in the opposite direction.

The small letter k has a beginning like the h and has an ending all its own. Notice that this ending is higher than the minimum letters.

⁴⁵ R R R R R R R R R
 Rome Roman Romantic Roumanian
 X X X X X X X X X
 Xerxes was defeated by a greater race

Lesson 45. The capital R begins like the P and finishes like the K. The X is a very difficult letter. The second part of it is very similar to a big figure 6.

Practice faithfully on the sentences.

⁴⁶ B B B B B B B B B
 Become Become Barbaric Barbarian
 Bonaparte was a great commander. Boone
 Britain owns many territories. Britain

Lesson 46. The capital B begins like the R. The second part is one of the most difficult strokes in the art of writing. Do your best.

⁴⁷ Z Z Z Z Z Z Z Z Z Z Z Z
 Zaner Zaner Zanerian Zanerian
 Zaner was a great American penman
 zinc zigzag youave zest zealous

Lesson 47. The letter Z is in itself one of the finest movement drills. It is based on the reverse oval. You must get arm movement on the Z. Notice that the small letter z begins like the small n.

⁴⁸ D D D D D D D D
 Dennis is the great genius. Darner
 Dear Sir. Dear Sir Dear Sir
 Darner won through hard work D

Lesson 48. The D is considered by some to be the hardest of letters to execute. It begins like the capital L and finishes like the capital O.

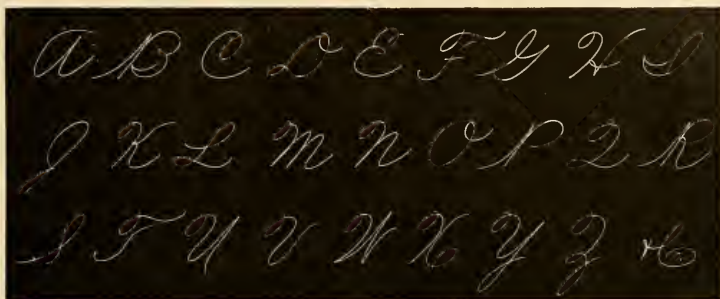
⁴⁹ G G G G G G G G G G
 Governor Governor Guillard Guillard
 Good business writing is in demand
 f f f f favor favor favor favor fare

Lesson 49. The capital G has the same beginning stroke as the small letter l and finishes like the capital I. It is not easy. Work faithfully.

⁵⁰ W W W W W W W W W W
 Washington Washington Washington
 We are in receipt of your valued favor.
 War is the worst pestilence. War is the

Lesson 50. The letter W begins like the M, N, H, etc., and finishes like the ending t. Send me your best work.

Supplementary Practice Work



1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0
1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0
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1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0

By R. S. Collins, Philadelphia, Pa.



One of the writing classes conducted in the San Francisco, Calif., Normal summer session during 1921 by R. E. Wiatt, the enthusiastic, result getting supervisor of Los Angeles, and who appears in the middle of the front row.

Mr. Wiatt is one of the ablest in his line of work and a strong advocate of Zaner Method Writing.

The practicing of large, retraced letter forms is the best way to acquire correct form conception and true writing movement. This practice, because of its size, not only demands the use of arm movement in its execution, but clearly shows up the weak places in form construction. The retracing is conducive to relaxation of the writing machine and to ease of writing movement. By practicing these large, retraced letter forms, one acquires form, swing, and ease.

This is not so easily done when one spends time on the easier, oval and push-pull exercises. These drills, in a crude way, give one a vague sense of the writing movement, but the good that one derives from their practice is necessarily elementary. The writing movement is too complex to be got wholly from the practice of these childish drills.

After the first few lessons, the oval and push-pull drills should give way to the more profitable practice of large, retraced letter forms.

L. D. Griseth



Some B. E. Clubbers

L. C. Kline, teacher of penmanship in the Wilkensburg, Pa., High School, whose writing was reproduced in our May and October numbers, teaches his pupils to write well also. As proof of this thirty-five of his pupils recently secured the Zaner Method High School Certificate.

B. F. Duff, of the Stockton, Calif., High School, recently sent a fine list of subscriptions to the *BUSINESS EDUCATOR*. Mr. Duff's writing has many of the characteristics of professional ornamental penmanship. He is one of the large number of teachers who are bringing California to the fore of penmanship.

D. F. Ferguson and John C. Way, of the Success Business College, Winnipeg, Canada, have been using the *BUSINESS EDUCATOR* in their penmanship classes for several years. This year their club numbers three hundred, which is more, we believe, than any club in the United States. This is a very large school and has a good attendance this year in spite of the business depression, which is quite severe just now in Winnipeg. Canada, like the United States, will undoubtedly soon come back to greater prosperity than they have ever known.

Olive Maude Wherry, of Santa Ana, Calif., High School, believes in using the *BUSINESS EDUCATOR* in her penmanship classes. Remittance for a club of thirty-two subscriptions was received a short time ago. Miss Wherry is one of a fine corps of teachers who are helping to put and keep California near the top in penmanship.

D. C. Ryan, of Prince Rupert, B. C., High School, is another teacher who is helping to put Canada on the penmanship map. Like many other teachers he uses the *BUSINESS EDUCATOR* in his penmanship classes, and recently sent us a club for use in the Prince Rupert School.

J. R. Bennett, of the Helena, Montana, Business College, is a firm believer in the *BUSINESS EDUCATOR* wherever he may be teaching. A good club received a few days ago is the result of his work in his new position.

H. R. Moore, of the Porter School of Commerce, Evansville, Indiana, writes a beautiful, light-line, business style in sending us a recent order for subscriptions. Under his direction the students in the Porter School should learn a style of writing which will secure for them a position in business.

R. J. Maclean, of the Detroit Commercial College, is advertising the fact that a student from his school, Miss Olga Elkouri, made the highest individual record in the typewriting contest recently conducted by the Gregg Writer, writing for ten minutes at a speed of 94.4 words net per minute. There were 815 contestants, which makes the honor due Miss Elkouri and the Detroit Commercial College all the greater.

C. H. Haverfield, a teacher in the high school at Findlay, Ohio, sends us his annual list of subscriptions to the *BUSINESS EDUCATOR*. Mr. Haverfield is a splendid writer himself, and secures good results in his penmanship classes.

John W. Manuel, of Mississippi Alabama Business College, Meridian, Miss., recently informed us that he received a diploma from the Miss-Ala. Fair for the best display of pen work. Before going to that part of the country Mr. Manuel was in California. We are glad that he is doing what he can to arouse interest in penmanship, and the B. E. wishes him much success. We also thank him for his subscription to the B. E. for five years.

G. E. Spohn, of "4 C" College of Commerce, Madison, Wisconsin, sent us one of the largest clubs we received this year. Mr. Spohn recently occupied his new building, one of the finest private commercial schools in the country, and we are glad indeed to have the *BUSINESS EDUCATOR* made a part of the equipment of his students.

S. Ada Rice, of the State Normal School, Indiana, Penn., recently sent us a remittance for sixty-two subscriptions to the Professional Edition. Miss Rice and Mr. G. G. Hill, of this school, use the *BUSINESS EDUCATOR* as a penmanship text, and as a result a great many of the students of the Normal School every year bring their writing up to the Certificate standard.

A. McFadyen, with his brothers **S. McFadyen** and **J. B. McFadyen**, are associated with **C. A. Bliss** in the management of Bliss Business College, Columbus, Ohio. Under their energetic leadership this school has grown and developed until it is one of the largest in the state. Courses in teacher-training, law and higher accounting are attracting the business men who feel the need of further training. Penmanship is not neglected in the school, the men mentioned above being skillful penmen, and a large number of copies of the *BUSINESS EDUCATOR* being used regularly as a text.

Favorite Lessons of Famous Teachers

No. 3

By John C. Way, Penman, Success Business College, Winnipeg, Man., Canada



During the past three years about six hundred of our students have secured the Zaner & Blosor Student's Writing Certificate. It has been a rule of mine to "go strong" on these exercises, as it is my firm belief that great good is derived from faithful and intelligent practice on such exercises, and I am sure that the results we are getting fully justify me in this belief.

These exercises include all the moves in writing any letter, and I find the student who masters them invariably experiences less difficulty in forming the letters—both capital and small. They should be taken up in the order indicated by the numbering. I use these exercises for general practice, supplementing developing drills that have a more direct bearing on the individual letter.

Exercise number five is made use of when taking practice on the capitals—D, L, S, T, and F—for a smooth, graceful down stroke. I emphasize the vital importance of correct position, insist that the word "swing" should describe the movement of the hand, and try to keep upper-most in the mind of each student the three essentials of good penmanship: position, movement, and letter form.



"Tell me not in mournful numbers,
Life is but an empty dream;
For the soul is dead that slumbers,
And things are not what they seem."
Longfellow.

Semi-Ornamental Writing by S. E. Leslie, Cleveland, Ohio

Students of Ornamental Penmanship.

Allen is contributing to this journal a course in ornamental penmanship which for beauty, dash, grace and real helpfulness is difficult for any penman to surpass.

This course affords a rare opportunity for persons who wish to master this charming branch of the penman's art. Its value to you is limited only by the amount of intelligent study and practice you give to his copies and instructions.

Don't let this opportunity slip by you.

Columbus Ohio.

A. Lippa



Teacher's Professional Edition

(Supplement)

Pages 17 to 28, Inclusive

HUMAN RELATIONSHIPS

When men first undertook to study business in the schoolroom, they began by formulating the theories of economics — the cloudland of commerce. For two hundred years and more, economic theories have been written about and lectured upon in universities.

Next came the study of business records. Bookkeeping has been taught in business colleges and commercial high schools for more than half a century.

It is perhaps significant that neither bookkeeping nor economics has to do with the actual business transaction. Economics formulates theories as to how goods—"wealth"—are produced and distributed. Bookkeeping tells how to record the facts when goods are produced and distributed. That is, economics comes before the transaction; bookkeeping, after it. Neither is concerned directly with increasing production or facilitating distribution.

Between these two branches of knowledge lies the great field of human relationships in business, which has to do directly with producing and marketing goods. Some of the studies that deal with this most important phase of business are Salesmanship, Personality, Advertising, Scientific Management, and Organization and Management. Like all new subjects, they have had to combat prejudice, and find their way through experiments; but they have demonstrated their value in training boys and girls to understand the compelling motives in business transactions.

Here lies the great field for the future expansion of commercial education. It was but natural that the discussion of Economics should first engage the attention of scholars; and the demand for training in bookkeeping and shorthand was so insistent that it had to be met. But now the question is whether we are not ready to teach the vital principles of business, which will enable our graduates to deal not only with abstract economic principles, and with written records, or even with dead materials, but with living men and women.

If we succeed in this, we shall enable more of our graduates to be more than mere theorists—more than mere copyists and recorders—to be business builders, who shall achieve success for themselves and for others because they can secure the co-operation and assistance of others.

TWO OLD BOOKS

The feeling that a given subject has been exhausted so that nothing more remains to be said upon it is not new. "Dilworth's Book-keepers' Assistant," published in 1822, the author begins his preface as follows:

"Among the several writers on the subject of book-keeping, one would imagine that it was quite exhausted, and no more room left for anything else to be said; but as I write not so much for the advancement of the art itself (that being brought to a degree of perfection not easily to be amended) as for the ease of the teacher, and to save him both trouble and time, as well as for the greater improvement of the learner, I hope this treatise will be the better accepted."

This book, according to the publisher's preface, is a reprint of Mr. Dilworth's book improved and adapted to the currency of the United States by R. Wiggins, teacher of mathematics in the city of New York. It "sets forth the principles of book-keeping by the Italian method." Mr. Wiggins made no change in the work of Mr. Dilworth other than to give the amounts in United States currency and to introduce accounts with Bills Receivable, and Bills Payable.

The plan of this book is peculiar from the standpoint of modern texts. All the instructions are given in the preface. The greater part of the book is taken up with examples of the Waste Book, Journal and Ledger. This is followed by fourteen pages of "A Synopsis or Compendium of Merchants' Accounts containing particular rules for the true stating of debtor and creditor in all the cases that can happen in the whole course of a merchant's dealing."

Another interesting text is called "A Course of Bookkeeping According to the Method of Single Entry," published by Robert Johnson, Philadelphia, 1801. This seems to be an adaptation of the work of Charles Hutton, Professor of Mathematics in the Royal Military Academy, Woolwich, England. The amounts and the illustrations in this book are in English money.

In the preface of this book is the following statement regarding single entry:

"There are some who have not time to learn, or perhaps a capacity to understand, a complete course of the Italian method. There are also many intended for such kinds of business, that the Italian method would be thrown away upon them; to all such then this method will be extremely useful."

Both of these books contain the autograph of H. Ramsay, and the date 1825. Mr. Ramsay was the engineer in charge of the construction of the railroad from Albany to Schenectady,

which is now a part of the New York Central. A number of check marks in the copy of Dilworth's book indicate that he gave special attention to certain transactions. Perhaps he was studying bookkeeping in order to prepare himself for his work as a railroad engineer.

A FARMER'S BUSINESS COURSE

What can the business college offer the farmer boy or girl? Need it be taken for granted that the boy or girl who leaves the farm to go to the business college is never to return, or can the business college offer a course which will help them to be more successful on the farm?

The Penn School of Commerce, Oskaloosa, Iowa, W. W. Frye, manager, offers a Farmers' Business Course, the purpose of which is not to take boys and girls away from the farm, but to help them to be better farmers. The course is thus described in the college catalog:

The Farm Business Course

Planned for the hundreds of young men who expect to make a business of farming. This course includes Bookkeeping, Penmanship, Farm Bookkeeping and Business Methods, Practical Arithmetic, Grammar and Letter Writing, Crop and Live Stock Records, Business Spelling, with elective work in business practice and typewriting if desired.

Mr. Frye reports on this course in a recent letter as follows:

"We have been giving this course for the past fifteen years and with success. It has always been one of our most popular courses. We give a regular nine months' course and also a special three months' course during the winter months, and they each attract a great many farmer boys each year. As you are no doubt aware, we are located in a well-to-do farming community and they support work of this kind.

"One advantage in giving a course of this kind is that we do not have to locate positions for these boys as they go right back to the farm. Now, you realize, I know, what this means to a business school located in a community such as ours."

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MENTAL MEANDERINGS

By CARL MARSHALL
Alhambra, California

Autumn Along the Klamath

I am penning this meandering from a point sixty miles south of the Oregon line, and twenty miles east of the shore-line of the old Pacific, as the crow flies—or as the crow would fly, were there any crows here to fly —I have not seen any as yet. It is a land little known to the globe-toddling tourist,

—this Klamath country, — for the reason that most of it can be seen only from an aeroplane or the hurricane deck of a mule, and neither of these nifty means of getting about appeal to your softly upholstered tourist. It is true that there is a stretch of some thirty miles of fairly good auto road running along the lower wood-fringed borders of the Klamath canon. I went over this road about last summer which is the best way to go over it, but most of the way was overhung by towering cliffs, and between these and the all-obscuring firs, the scenery came only by snatches. To sense the real grandeur of these far-flung ranges, one must scale the mountain ridges, and to do this requires hard-boiled feet and a fairly dependable set of gilets. You can't tell your way up these mountains as you can Mt. Washington, or the Adirondacks or the gentle slopes of the Blue Ridge.

So it comes about that the average tourist prefers to take his California down in the plexus of asphalt boulevards that spreads like a net over the lazy land of palms and oranges. And so it further comes about that few know that there is another California up in the deep green mountains of the Northland,—a California that differs from the blaring artificiality of the Los Angeles region as a fine old ivy grown cathedral differs from the Hotel Ritz.

I have written something of the Maytime aspects of this glorious country,—the wealth of brilliant blossoms on every velvet hill-slope; the breaking out of the leathery pea-green buds of fir and pine; the splashing laughter of the brimming brooks; the steady roar of the full fed river; the golden days musical with the love-cries of the wild birds; the ruddy sunsets, trailed by the soft starry nights, their stillness broken by the bark of the fox or the weird tremolo of the coyote. Let me now put in a word for the Northland autumn. Visitors from over the mountains have never failed to note the absence, in California, of the gaudy autumns of the Atlantic states, so famous a subject with both artist and poet. It is quite

true that the Golden State does not get its name from any such massing of color as makes the October days so glorious from Ohio to Maine. And it is equally true that our Southland has little to herald either the approach or the arrival of the pumpkin pie and cider days. But it is different up here. To begin with, our rains come at least six weeks earlier than they do in the South—right on the heels of the warm August days, when the soil is responsive and before the night air is chilled by surrounding snows. These rains find the open glades and prairies that lie between the heavy woodlands, yellowed and parched by the rainless summer. Within a week, they are changed to the softest greenery. But these rains are, as yet, occasional, and the land can take its time in getting into its new autumnal robe.

The summer dusts are washed from the evergreens, and the leaves of laurel, alder, oak and other deciduous trees, slowly ripen into a maturity that is far from colorless, even if it can not rival the Eastern brilliance.

There is one wonderful maple out here deserving of special mention. It has great starry leaves from eight to ten inches across. About the middle of October, and without waiting for frost, it flashes out into a brilliant blend of pink and gold. It is a solitary tree, rarely more than two or three being seen together. All around, it gauds the green robes of the mountains with splashes of gold. Then there is the poison sumac that atones for some of its camping-time villainies, by putting a trimming of rich maroon on the buff flounces of the alder groves. But these and other foliage effects are but the "still life" studies in our autumn studio. Arrives a flock of other and livelier joys. Racing up the river, comes the run of salmon and steelhead. In every foamy rapid are hardy Waltonites, with reel and creel and spinner, daring the big fish to the keenest contest of skill. And up they come at nightfall, laden with silver-sided beauties that are only exceeded in size by the "whoppers" they swap around the campfire. And when the fishing palls, there are big flocks of quail (two kinds), with grouse, pheasant, hare and squirrel, to be found in every glade or chapparel.

Is this autumn in the Northland worth the price of admission? I'll say so.

The Things That Will Stay John Moody recently wrote for the Saturday Post a series of articles that should hearten everyone who finds his mind inclining towards pessimism. Mr. Moody has been journeying through the European countries, directing a trained ob-

servation to industrial activities, instead of gathering his conclusions from the mental reactions of military chiefs, diplomatists, captains of industry, politicians, etc., as has been the method of most of the after-the-war writers. For instance, Mr. Moody found at Ypres, that the Belgians are rapidly re-building that obliterated city, and that it is likely soon to be as beautiful and durable as it was before the German guns had wrought their havoc. He found that throughout the devastated region of France, towns and hamlets are being rebuilt, fields and farms, roads and orchards are being restored, and that already, in many places the scars of horrid war have almost disappeared. In this work is the only preservative. This interest the Germans and French were co-operating in seeming amity, a thing that would have been unthinkable two short years ago. Similar hopeful industrial activities Mr. Moody found in Italy, Austria, and especially in Germany. He found also, that transportation facilities are running neck and neck with industry, and that despite the collapse of credit and the breakdown of monetary exchanges the peoples are finding a way to effect exchanges of the products of their labor.

There should be nothing very surprising in all this. Self-preservation is the ruling force in human life, and work is the only preservative. This is instinctive in the race and infinitely more potent in the affairs of men than any or all of the mere artificialities. Every debt, public or private, might be repudiated utterly and wiped off the slate; every ounce of gold or silver in the world might be sunk into the deepest part of the sea; every government might collapse completely and cease to exist, and still men would go on sowing the fields, turning the mill wheels and running the trains. They would do this because they know they have to in order to live. The stomach is the big Corliss engine that keeps the world show going. People will go on eating and wearing clothes, no matter what happens to political or financial systems. An ignorant populace here and there, deluded by demagogues, may temporarily go daft, stop work and try to lift themselves to the sky by pulling on their boot straps, as in Russia, but a swift nemesis will lash them for their foolishness, and they will hardly try the same experiment again.

In the face of these primary truths, how piffling is this talk about the "collapse of civilization" because the financial and monetary systems of the nations have suffered wreckage! When a storm sweeps away the cobwebs in the crevices of a mountain cliff, the spiders probably think that the whole mountain is being disrupted. So long as the sun continues to shine and the rain to fall, and mankind retain their moral instincts and their power to think and work, there will be no collapse of civilization. As yet, there is no sign that these fundamentals are disturbed.

(Continued on page 19)





Department of

PUBLIC SCHOOL WRITING

OUTLINES AND SUGGESTIONS
FOR TEACHERS AND
SUPERVISORSBy H. A. Roush, Wilmington, Del,
High School

This series will continue through the year, and will cover the work in all grades. Mr. Roush is a skillful penman and an experienced teacher of penmanship. His suggestions for teaching penmanship will, we are sure, be of interest to supervisors and teachers everywhere.

HIGH SCHOOL WRITING

Zaner Manual No. 144. Complete the book by the end of the year.

Stress paragraphing, body writing, business letter writing, signatures, business forms, etc. Enclose the last, preferably in red ink.

When a letter has two or more styles that are good, present each and allow the pupils of their individual preference in the selection of their style. Allow no freakish or unusual forms and require the pupils to use the style they have selected when writing their names and in all written work. This will enable them to master it much sooner than if they change styles too often.

A small, graceful, legible style of writing is the ideal. Individuality will naturally show in each pupil's writing. Speed should be insisted upon. Time the pupils while they write. Introduce journal, ledger and billing sheets. Have the pupils make figures small and neat, plain and legible, in the small spaces provided for them. Each figure may rest on the line, but should be in the middle of the space.

The pupils are now at the right age to appreciate and master a good, practical, business hand-writing. This is possible for every pupil in the writing class who is not physically deformed or mentally indifferent.

NORMAL SCHOOL WRITING

May the time soon come when the Physiology, Pedagogy and Psychology which underlie the teaching of writing in the different grades, will be taught in all our Normal Schools, and practice will be given at both the blackboard and on paper until each teacher shall have a Knowledge of Writing Methods and Skill in Writing Practice.

Then, and only then, will Writing be taught most efficiently in the Public Schools of our land.

SUGGESTIONS FOR THE COR-
RELATION AND GRADING
OF WRITING

The test of the writing period is the way pupils write outside of this period.

The writing period is dedicated to the improvement of all written work.

No teacher has really taught arm movement whose pupils do not sit

healthfully, use this movement, and write well during all the writing periods of the day.

When writing spelling, compositions, examinations, etc., the pupils should take a correct writing position, hold pen as instructed for writing, turn book or paper properly and use arm movement.

The grade in writing for the report card should be based as much on the appearance of all written work as on the writing done during the writing period.

The following are essentials of a good handwriting to be considered in rating writing:

- a. It must be neat.
- b. It should be carefully arranged. Margins should be even and straight. Spacing in letters, between letters in a word, between words in a sentence, and between sentences should be uniform. Paragraphs should be properly indented. (Spacing between letters should be wider than in letters, and between word, wider than between letters.)
- c. Letter forms should be good.
- d. Lines should be light and smooth, and free from shade. This is the result of a light touch.
- e. Position and movement should be good. Arm movement will produce strong, smooth, firm lines, if executed at a fairly rapid rate of speed; while finger movement will result in ragged, heavy, slowly drawn, nervous or shaky lines, and can be easily detected from the appearance of the writing.

MARSHALL

(Continued from page 18)

As the ceaseless play of the winds and the waves keep vital and pure the blue depths of the sea, so will thought and work and ideals continue to preserve the integrity of human life.

My Class When I took command of this little Indian school last spring I had forgotten that the Zanerian System of writing had been adopted for California, and so it came as a pleasing surprise to find complete sets of the books in the school library, and to learn that the writing of my young Klamaths had already been appreciably formed upon them.

Little did I imagine, when years ago I sat at Bro. Zaner's cheerful fireside and drew him out to talk of his teaching methods and philosophy, that it would ever be given to me to carry

out his ideas in my own schoolroom. But so it is. Very freely I concede that the task might be in far abler hands. Those of my friends who have been unfortunate enough to know personally of my own inadequacies as a penman, will chuckle at the statement. Nevertheless, I am vain enough to think that my writing class has been considerable of a success. Of course, I have been greatly helped by the fact that my Indians take to writing readily—almost avidly. Their faces are always wreathed in smiles when the little call bell announces the writing hour and the clean half-sheets of foolscap are handed around. Some of the older ones are putting over—and doing it very creditably—the nice work as far up as No. 7 and 8, but most of them are still absorbed in the simpler work below No. 5. The little tots, some five or six of them, have no inkwells to their desks, so work with pencils. I have them use ordinary unruled "scratch" paper, which they are required to rule up in advance as "busy work." They like this, and work at it most carefully. In every part of the work I am impressed with the care and saving common sense shown by the great author in his selection of work for these little ones. How naturally in the inch-high copies for tracing does he provide for the right activity of the arm muscles in leading up to the work of consistent writing. Mr. Zaner knew the value of reiteration, and, happily, how to secure it by a pleasing and appealing variety that converts the task into a pleasure. I wish he could see how these dusky little ones hammer away delightedly at their work, often looking up at me with their great soft brown eyes and whispering: "Teacher, please mayn't I stay in at recess and do writing?"

Of course, they have none of them done much yet that would do for exhibition purposes—with a teacher who is all too incapable of leading them on by ornate examples of his own work, this could hardly be expected—just the same, when they have completed the entire course of this plain, chaste, simple writing; they are going to go out into the world able to write legibly and with sufficient facility for all ordinary purposes. I frequently tell them stories about the man to whom they owe this benefit, and they always like to hear them.

Robert P. Cunningham, for the last few years with Fisher Business College, Cambridge, Mass., is a new commercial teacher in the Walpole, Mass., High School.

Bertha M. Stoddard is a new commercial teacher in the Saratoga Springs, N. Y., High School.

Miss Betty Bruhn is the new commercial teacher in the High School at Sault Ste. Marie, Mich.

Paul D. Lewis, Lewisburg, Pa., has been engaged to teach commercial work in the Wilkes-Barre, Pa., High School.



BETTER TRAINING— BETTER TEACHING

BETTER TRAINING FOR TEACHERS

J. I. Kinman, C. P. A., Principal of Western Institute of Accountancy; also head of firm J. I. Kinman & Company, Certified Public Accountants, Spokane, Washington

Yes, I find that each year increases the number of commercial teachers, as well as teachers of other subjects and principals of schools, who are improving themselves in accountancy, business administration and managerial principles.

It is with keen pleasure that I observe this ever increasing number who are perfecting themselves in business subjects, for which knowledge successful business men everywhere are willing to pay good money.

There has been a great deal of agitation the past two or three years about increasing the teacher's salary, but to put this question on a sound business basis, as should be done, we would again have to take into consideration the fitness and ability of each individual teacher. From my close observation of the teacher, his work and salary, I find that there are just as many real opportunities in teaching, for the instructor who has acquired proper business training, as in any other line; perhaps more. Only recently I came upon an advertisement in the leading school journals by a prominent teachers' agency, calling for C. P. A. men at salaries of \$5,000 per year and up. How many business men earn this sum year in and year out without an investment in cash or stock in trade, which is always at the peril of changing business conditions. I should say, not many, if our clientele of over three hundred and seventy representative lines of business is any criterion.

In times past there have been too many commercial teachers who have entered the profession with only a business college course of instruction behind them; teachers with absolutely no business experience; with no connecting link between theory and practice in their training. It is no wonder so many of them never advance to better positions in their own profession, and are never ready to take advantage of better opportunities outside.

Well do I remember asking my business college principal how I could secure a broader knowledge of business subjects, about the time I finished my commercial course. He was considered one of the best at that time, but had never put forth any effort to increase his knowledge of business as practiced, and therefore was in no position to advise me. I had a great deal of confidence in him, but he sim-

ply was incapable of helping or encouraging me along the lines I had chosen. As a result, I began in a mediocre teaching position, and feel myself today to be five years behind where I should be.

It is an acknowledged fact today that the person who applies the principles of accounting and business administration to his profession, work or business, whatever it may be, is almost invariably classed among the successful ones. The underlying, basic principles of all means of livelihood are the same.

The commercial teacher who is interested in improving himself in the higher principles of business with a view to increasing his or her chances of success and happiness must not overlook good books and magazines on general business and especially salesmanship, or publicity as it is sometimes called, as well as articles that deal on pleasing personality and business poise.

HIGHER TRAINING FOR COM- MERCIAL TEACHERS

W. C. Wallace, Director, Department of Methods in Commercial Education, New York University

Commercial teachers everywhere are evincing unusual interest in securing higher and broader training for their profession. They realize that they must do this in order to keep pace with the larger and broader aims of present-day instruction in commercial subjects. The time has passed when the commercial teacher can be satisfied with a knowledge of the subject little in excess of what he is expected to convey to his pupils; and his margin of safety is too narrow if his study has been confined to the average secondary-school text-book.

The teacher of bookkeeping, today, must have a knowledge of higher accounting, in order that he may be able to teach correct principles of the subject from the start. Modern methods of teaching bookkeeping are quite in contrast with those previously employed. In the past we have too often made the mistake of teaching forms instead of principles to beginning students. Forms should be developed only as a means to an end, after the need for such forms has been definitely established by the study of fundamental principles. When the process is reversed it is found that, while pupils may have a fair knowledge of the use of the standard bookkeeping devices, they have almost no knowledge of the principles upon which their construction is based, and they are unable to reason beyond the mechanical phases of the subject. If pupils are taught sound concepts of

the fundamental elements of bookkeeping—assets, liabilities and capital—and are taught to make records in books of account in terms of the effect of business transactions upon these three elements, they are started on the road to thinking for themselves and the need for arbitrary rules for entries in accounts, or for constructing any bookkeeping forms, is eliminated.

A knowledge of accounting may be obtained by private study, by correspondence courses or by attending classes in higher institutions. Many teachers are attending classes by making great sacrifices of time and strength, and will be richly repaid for their sacrifices. Several of the teachers attending New York University during the evening and on Saturdays commute long distances, their transportation often costing much more than the tuition. Class instruction will, of course, prove most valuable by far, and if not to be obtained during the school year, it should be gotten during the summer by attendance at the summer sessions. In this connection, I believe it is very important that teachers obtain such instruction in an institution that can ultimately grant them a recognized degree. School authorities are becoming increasingly insistent that their commercial teachers have evidence of training on a par with that of other teachers.

What is true of the value of accounting knowledge is true also of all higher commercial studies. Larger and broader aims of commercial education in our secondary schools are being recognized everywhere. The vocational aims are still recognized; but along with them valuable educational aims which will be realized only through instruction of a high quality. The whole aim of commercial education may be thought of as an economic one—the training of pupils to take their places as useful and valuable citizens in the complex economic life of today, able to understand it as they find it, able to appreciate the significance of the phenomena of business, and able to contribute their share toward maintaining our commercial structure and making it better.

R. Helynn Peet, a recent graduate of the State Teachers' College, Cedar Falls, Iowa, has been elected to teach at Terry, Mont., High School.

Mr. A. L. Mason, Bryan, Ohio, is a new commercial teacher in the Reno Business College, Reno, Nev.

P. P. Freeman, of Hartford, Conn., and C. Z. Swisher, last year with the Worcester, Mass., Business Institute, have purchased the Pequod Business College, Meriden, Conn.

Viola M. Spencer, recently with the Kansas State Normal School, Emporia, Kansas, has accepted a position to teach commercial work in the State Teachers' College, Cedar Falls, Iowa.

May L. Fillmore, of Brooklyn, N. Y., is a new teacher in Cedar Crest College for Women, Allentown, Pa.



Advertising a Business College

By HARRY S. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

EDITOR'S NOTE: In presenting this, the first of a series of six articles on "Advertising a Business College," we feel that we are offering something a bit unusual to our readers. We have known Mr. Basford and his work in school advertising for a half dozen years. He has been the moving spirit in making many schools successful. These articles are practical and profitable. You can use Mr. Basford's ideas to your advantage because they are based on sound judgment and experience. His copy is as near scientific as advertising ever gets. Follow the series carefully and if you want to, ask any questions about the ideas presented.

Every school man will agree with the statement that advertising a business college is one of the hardest tasks—if the success of the work is judged by actual, tangible results in the form of new enrollments and added prestige for the school. The amount of tuition for these enrollments must be sufficient to show that the cost of the advertising is properly considered a good investment because genuinely profitable.

With the experience of a good many years in school advertising behind me, and with the aim of constantly improving the quality of school advertising always before me, I wish to offer to the commercial schools of the country some of the results of my experience and observation. It will be my purpose to distinguish carefully between good or profitable advertising and bad or unproductive publicity. I will also try to show clearly just what constitutes good advertising and how to make your advertising pay your school.

This series of articles which I have undertaken to write for the "Business Educator" will be above all, practical. I will take up real, tangible problems of publicity, just the kind of puzzles and questions that come before you, and I will try to show how to meet the issue and how to solve these problems. I wish to avoid the attitude of the preacher and I believe that I may truly say that I practice those precepts which I will point out in these articles. In order to make the series as valuable as possible, I have arranged with the editor of this publication to illustrate the articles with suggestive school advertising, along the general lines of the illustrations published in this issue.

With this introduction, let us approach the subject of "Advertising a Business College" by saying that the school man who has an account for "Advertising" in his ledger should scrutinize closely every item charged to this account. It is hardly fair to charge to such an account money expended in ways which should properly be charged to charity, donations, commissions or discounts. In other words, advertising expenditures should include only such items as represent money expended for legitimate advertising purposes, which in the opinion



Leaving the Public School

Artie finishes his studies at the public school, with honor. He had very creditable marks in most of his classes and he is now wondering what kind of a position he will accept.

With the confidence of youth, he imagines that many important places will be open to him and he considers himself quite capable of earning a good salary.

"Watch me rise," says Artie.

Many young people have about the same sort of ideas, on leaving the public school. They do not realize that special training in some special line of work is required in all the more desirable positions.

You must have practical training to do the kind of work that pays best. The field of business is one of the most attractive. Stenographers, bookkeepers and all kinds of office workers are in demand and salaries paid are higher than ever before.

If you will call or write, we will gladly explain how you can complete a business course in a comparatively short time.

Follow "The Rise of Artie Wise."

Newspaper advertising that tells a human interest story in a series of closely connected ads, are excellent. This shows ad No. 1 of such a series.

of the school management should produce profitable results.

The business of conducting a commercial school is different from all other kinds of business. There are practically no repeat orders as in other lines such as groceries, clothing, dry goods, etc., where stores build up a clientele of regular customers. Business college students do not return to the school to take the same course over again and they seldom return to take a different course. For this reason the school man must constantly advertise to get new customers for his store.

Business colleges are usually liberal advertisers because of a realization of the fact that there must be a constant stream of new students coming in to replace those who leave the school to take office positions.

A large part of all school advertising is directed toward getting inquiries and names of young men and women who may be regarded as prospective students. Newspaper advertising, for instance, may be considered successful if it brings a considerable number of callers or inquiring letters from young people. It then rests with the school management to turn as many as possible of these prospects into enrollments.

A study of newspaper advertising shows that it is necessary to attract the attention and arrest the interest of young people by firing their ambition and showing how they can profit largely from the instruction offered. The appeal to human interest is one of the best methods of approach and the most successful newspaper publicity is that which is run in a closely connected series. The ad reproduced with this article "The Rise of Artie Wise" is an illustration of such advertising. This ad is one of a series of six which follow the career of Artie Wise through his first position working in a grocery store, his subsequent enrollment for a business course and his later success as stenographer, private secretary and department manager, which are made possible thru his commercial training.

In small towns particularly, local news items regarding the activities of students, their goings and comings, their engagements in new positions, etc., are often published with excellent results because people are better acquainted in the communities and by reading these news items they become familiar with the school, as the place where stenographers, bookkeepers, etc., are made.

Illustrations play an important part in display advertising because they make the ad attractive as cold type cannot do. These illustrations should be made to insure clear printing, that is in the form of line engravings or coarse screen halftones. And the pictures should be appropriate to the copy and make a real point.

The right kind of newspaper advertising will bring a large number of visitors to the school from resident young people and letters of inquiry from non-residents. If you divide the cost of a certain ad by the number of inquiries or calls received from it, you can easily learn the exact cost to you of each inquiry. It then remains for you to handle these inquiries so as to get the largest number of enrollments from them, and the first step in handling these inquiries is to make a record that will be practical in every day use. A good way to keep such a record is on a filing card measuring 3 inches by 5 inches and providing spaces for the information indicated by the following headings: Date, Name, Address, Course, Age, Present Education, Letters Written, Matter Sent, Called On, Remarks. By entering on the card the dates on which advertising matter was sent and by following up these inquiries persistently and consistently a good percentage of enroll-



ments may be realized from any list of genuine inquirers.

A personally dictated letter will always remain the best method of replying to inquiries, but if you are advertising on a large scale you may not feel that you are able to reply personally to all of them, in which case the form letter is usually used. If you use personal letters, always remember to put your correspondent's interests first. Make your letter appeal to him because written from his standpoint rather than your own. A good plan to follow is to always answer the inquirer's questions first in your letter. The questions indicate those things that he is most interested in and along these lines he can be most easily influenced.

From newspaper advertising and some other source a school accumulates a mailing list of names which can be used for sending advertising matter of various kinds from time to time, even if these prospects do not enroll at once. The kind of advertising that is sent to these prospects ranges all the way from a mailing card through form letters, folders, booklets, etc., to include almost everything except a

catalogue, which is usually only sent in special request.

A very good plan to stimulate inquiries from a mailing list is to inclose a return post card, something like the form illustrated, with a form letter or other advertising matter sent. A mailing card that has the return post card attached is often used to bring fresh inquiries from a mailing list. These cards attract attention because of the cover design, one of which is illustrated with this article. This card took up the subject of preparing for a secretarial position and proved a good incentive to inquire for further particulars about the school course that prepared students for such positions.

Many other subjects may be covered in an interesting way in a folding mailing card. It should be the purpose of these cards to arouse the interest of the reader sufficiently to call or write to the school for more detailed information about courses, to ask for a school catalogue or for special information. The cards are not intended to take the place of a catalogue but to make the catalogue more useful by providing fresh requests for it.

TEACHERS ARE TRAINING

November 7, 1921

We have always had as members of our student body in our schools in New York, Washington, Boston and Newark, N. J., many commercial teachers. These teachers have found that it assists them materially in advancing in their chosen profession if they have thorough training in the fundamental principles of Accounting and Business Administration. More and more there seems to be a demand in business schools, high schools, and college for men and women prepared to teach Accounting and Business Organization.

You will also be interested to know that many commercial teachers who do not live in the cities where we maintain Resident Schools have been able to secure training with us by means of our Extension Plan of Study.

PACE & PACE.

Dear Sir:

Your belief that teachers of book keeping are beginning to realize the advantages of a knowledge of higher accounting is, it seems to us, well founded.

The number of reference books bought by these men and women for personal use, and the fact that many thousands of them journey every summer to nearby universities, to better equip themselves for instructing, prove the point. Our salesmen, who have active contact with the field in all times, find a continually improving standard of information being displayed, and a new eagerness to know something beyond the immediate requirements of the job at hand.

Yours very truly,

THE RONALD PRESS CO.

MAKE THIS CARD YOUR START - M-TOWARD A BUSINESS POSITION

I am interested in a position as

Please send me information about the following studies I have checked:

..... Shorthand
..... Typewriting
..... Speed Dictation

..... Penmanship
..... Bookkeeping
..... Rapid Calculation
..... Spelling

..... Letter Writing
..... Business Arithmetic
..... Commercial Law
..... Civil Service

..... Banking
..... Accounting
..... English

Name _____

Address _____

Here are the names and addresses of a few friends who might like to prepare for business positions:

MAIL TODAY

A return post card like this is inclosed with form letters or other advertising to make it easy for the prospect to reply.

R. C. Dunstan is a new commercial teacher in the High School at Calumet, Michigan

Miss Marie Tewksbury is teaching commercial work in the Le Mars, Iowa, High School this year.

William C. Simpson, last year with Williamsport Dickinson Seminary, Williamsport, Pa., is now with the High School at Leisenring, Pa.

B. S. Frost, for several years head of the commercial work of the Muskegon, Mich., High School, is a new bookkeeping teacher in the High School of Commerce, Detroit.

Miss May Beard, recently with the Cloverland Commercial College, Escanaba, Mich., has been engaged to teach shorthand and typewriting in Heald's Business College, Sacramento, Calif.

Miss Helen McEncroe, Rhinelander, Wis., is a new commercial teacher in the Clarion, Iowa, High School.

Miss Mary M. Harold, a graduate of this year's commercial class of the Williamamie, Conn., State Normal School, has accepted a position to teach commercial branches in the Junior High School at Berlin, Conn.

F. O. Signs, of Newton, Iowa, has accepted a position with the United Business Institutes (the Commercial Department of Des Moines University), Des Moines, Iowa.

J. R. Hadley is a new commercial teacher in the Central Y. M. C. A., Chicago.

Miss Virginia Glasgow, of Lorain, Ohio, has been selected to teach shorthand in the Capital City Commercial College, Charleston, W. Va.

Miss Neva Denison, for several years head of the commercial work of the Watertown, S. D., High School, is now shorthand teacher in the High School of Commerce, Omaha, Neb.

Miss Alma C. Allender has been chosen to assist with the commercial work in the Eureka, Kansas, High School.

W. S. Seyler, for several years with the Baraboo, Wis., Business College and recently in accounting work at Baraboo, is now with the College of Commerce, Kenosha, Wis.

Miss Persis B. Pfau, Oxford, N. Y., is a new commercial teacher in the Lutz, Pa., High School.

E. W. Swank, for several years with William Jewell College, Liberty, Mo., has received an appointment to teach commercial work in Haskell Institute, Lawrence, Kansas.

Miss Edna Berwald, of Niagara Falls, N. Y., is a new commercial teacher at the State Normal School at Plattsburg, N. Y.

J. Wilmer Whitlock, Trenton, N. J., has been engaged to teach commercial work in the Haddonfield, N. J., High School.



Striking Sentences from College Catalogs



The catalogues of business colleges that come to our desk often have striking paragraphs such as those reprinted below. These will be suggestive to business college men when arranging their own advertising:

Demand for Commercial Teachers
Just at this time there is a great demand for Commercial Teachers in High Schools, Colleges, and Commercial Schools, and a special effort has been made in arranging the various courses, to furnish the opportunity for such students to secure the most thorough training possible. — Oskaloosa College, Oskaloosa, Iowa. M. N. Junker, Dean School of Commerce.

What is Man's Value in Life?
Answer: He is of value to himself and mankind in proportion to the strength of his body, the size and shape of his brain, the strength and culture of his mind, the purity of his moral character, his courtesy of manners, his respect for woman, his service in behalf of mankind and his reverence for Deity. — Soule College, New Orleans, La. (65th Commencement.) Geo. Soule, LL. D., President.

Private Secretaries Needed
At the present time there is an ever-widening field for stenographers trained to assume the duties and responsibilities of private secretaries. It is true that, as a rule, secretaries win their positions by first proving that they are capable as stenographers. In addition to stenographic ability, they must gain a thorough knowledge of the details of the business, and must show that they are worthy of trust. The secretary must be first aid to the employer and must be found worthy of his confidence. The effective secretary must be tactful and courteous, as he or she must meet the public and often must decide what is important to the employer, and what can as well be cared for by some one else. — Central City Business School, Syracuse, N. Y. H. W. Henry, President. A. W. Dakin, Penman.

What Are You Worth?
Everyone who earns a living does it by service in one form or another. The quality of the service rendered determines what the return shall be. What are your services worth today?

What is the quality of the service you have to offer?
Are you entirely satisfied that your condition can not be improved upon?
One should not in these days attempt to seek success without the preparation necessary to earn it. If you have entered the arena unprepared, you are almost sure to meet disaster and defeat. The old order of

things has changed. The first step toward success is an education that will qualify you to enter the field of business. — Draughton's Practical Business College, San Antonio, Tex. Geo. A. Meadows, Manager.

The Reward of Study
The virtue of quinine is not in its bitterness. The value of experience is not in its undergoing. It's the results — the many-sided crystals by which experience enlarges and enhances your knowledge and ability — that count. These are gathered in largest measure not from the contracted test tubes of your own limited activities, but from the world-deep vats of men's universal struggles and achievements.

In these days of divided responsibility and specialized opportunity, you need not make your own boots to walk in them. You need not shape your own ladder to mount to a place of well-paid usefulness in the profession of business.

These aids, already fashioned and fitted to your needs by the toil and sweat of the day behind you, are yours by right of inheritance. And the magic word that establishes your claim to them is study.

You cannot add a cubit to your stature by thinking, but you can add years to your store of experience by right study. — The Dyke School of Business, Cleveland, Ohio.

Aim of the Commercial Course of Study

The commercial course of study is designed especially for those persons who wish to prepare themselves for positions in offices and with industries as bookkeepers but also for those higher positions of trust and responsibility which require a thorough knowledge of business in all its details. The schedule of training provided in this department gives a broader understanding and develops in the student ability to take hold and complete the duties assigned him with dispatch. Modern business has created unusual opportunities for young men and women of ability to install accounting systems, make audits, systematize and handle the routine of business in connection with the managing end of industry. — Rider College of Business Administration, Trenton, N. J.

What We Propose to You
We propose to take you direct from the ranks of the untrained. For there, you will only add to the miseries of that already over-crowded, helpless, and hopeless mass of the "not wanted."
We offer you a career. You become what the world nowadays demands —

a trained worker. Then we assist you to secure a fine position in the great world of business. We assure you that your duties will be far easier than they now are — that they will be much more pleasant — that your earnings will be bigger, almost at once. Flattering prospects will be yours. In fact, your rise will depend only on yourself, once we show you the short-cut path to success. Then your every promotion will afford you still another stepping stone to the greater things — higher position, more power, greater respect and honor among men. — Montana Business Institute, Miles City, Mont. A. H. Dixon, Principal.

Business Education
Business education has now become recognized to be as necessary to the field of business as a law school education is to the profession of law. Business has been the last profession to yield to modern methods of education, but this change finally has been brought about. The day is past when business concerns are willing to take young men into their employ and give them an apprenticeship training unless they have had a course in commercial education. They demand that their employees possess the ability and training to do a given task without being constantly supervised and coached by another employee.

In the periods of business depression when there are a large number of unemployed, it is observed that young men with special training have little difficulty in securing work, and that the men out of work are those who have had no such training. — Oregon Institute of Technology, Portland, Oregon, M. A. Albin, Principal Business School.

H. J. Runciman, a recent graduate of the Bloomsburg, Pa., State Normal School, has accepted a position with Pott's Shorthand College, Williamsport, Pa.

J. W. Bryant is the new Principal of Brown's Business College, Clinton, Iowa.

Miss Ava Minta Campbell, of Wilkesburg, Pa., has been elected to teach commercial work in the Millvale, Pa., High School.

Miss Lennice Lilley, Indianola, Iowa, is a new commercial teacher in the Chariton, Iowa, High School.

Rodney P. Wing, last year with the Cedar Rapids, Iowa, Business College, has accepted a position to head the Theory of Accounts Department in the Lincoln, Neb., Business College. Harriet M. Bigelow, for several years with the Wakefield, Mass., High School, is to teach commercial work in the Stamford, Conn., High School the coming year.

Miss Jessie L. Hoff, of Oskaloosa, Ia., is a new commercial teacher with the High School at Mason City, Iowa.

Noble C. Shilt, a recent graduate of Ohio University, is a new commercial teacher in Ohio University School of Commerce, Athens, Ohio.



High School Bookkeeping in Its Relation to a University Course in Accounting

By GEORGE E. BENNETT, A. B., LL. M., Certified Public Accountant
Director Department of Accounting, College of Business Administration,
Syracuse University

The prevalent idea in teaching bookkeeping seems to be to teach the student something he can put to practical use because, as so often is the case, the High School student, upon the completion of his course, must close his school days for good and all and pass out into the world of hard knocks. This idea is laudable in every sense of the word, but is the actual result secured under present methods that which it is supposed to be? The writer ventures the opinion that it is not.

Desired Results versus Actual Results

A student entering the University first-year course in Accounting should have behind him a two-year course in High School Bookkeeping of the type that will enable him to handle intelligently the making of entries in proper form covering the pecuniary effects of business transactions related to an average business. However, the writer's experience has demonstrated that what one should expect in the way of preparation and what one actually gets are not at all similar.

In the last two years, taking this period as representative, of the students with previous training entering the work of first year Accounting, as taught under the supervision of the writer, not more than a small handful could:

1. Distinguish a debit from a credit.
2. Show the relationship existing between the real and nominal accounts.
3. Rule up a three column Cash Book, enter a series of transactions thereon, foot, post, and close same correctly.

Something must be radically wrong somewhere.

Suggested Remedy

The test of efficiency is result. The bookkeeping student going from the High School either into the business world or into a University should be measured by that one yard-stick,—result. What do you know? This is a more important question than the one, What have you studied? The writer recently was on a case with a new man whom he was giving a try-out as an accountant. Before long a certain simple point came up and the fellow appeared undecided as to how to proceed. Said he, "So and So says this, and So and So says that." The only comment made by the writer was, "What do you say?" The upshot of the whole matter was that this chap could do nothing, practically, on his own initiative and, therefore, was useless. Yet, his book knowledge of accounting was assumed as being fairly good, since he had taken three or four so-called accounting courses. The point is, results count, and nothing

else will count. The accounting profession wants men who have been taught to think; so does the business world. One who cannot think alone will never become an able or expert accountant, whether in public or in private practice.

In the opinion of the writer, students of elementary accounting, i. e., bookkeeping, should be given no training whatever in the preparation of financial statements. They should not be taken beyond the Trial Balance until they have mastered the fundamental principles up to that point. This cannot be done with the average High School student within the first year or even within the second year. And even in the third year, if third year work be offered, practice should be given on nothing more than the simpler forms of statements.

The test of proficiency for a two-year course in bookkeeping would be about as follows: Give the student a set of running transactions, varied in character, and covering, say, a month's business. Also, give him plenty of blank paper,—journal paper, ledger paper, and columnar paper. His instructions would be to prepare rulings for the books he deems necessary, enter the transactions thereon, post, close, and draw a trial balance. If he can do this, then his two years of credit have been well earned and, from the standpoint of a University first year Course in Accounting, as that should be taught, he will be welcomed with open arms. If the writer could receive students with that fundamental training and preparation, his worries, indeed, would be few. And remember, from the standpoint of content, no work in so called Cost Accounting, Analysis of Corporate Reports, in special fields of endeavor, etc., so often found in the High School curricula, is asked for. In other words, a two-year High School Course in Bookkeeping, or so-called Accounting, should not advance further than the Trial Balance. Criticism adverse to this proposition will be plenty and a considerable portion thereof will be to the effect that the teacher under the above suggested plan cannot find sufficient material for such purpose in the books at present on the market. Beyond a doubt, that is true, but the opinion is ventured that more material is available for this purpose than even the efficient teacher, who is not a "key-follower," could ever hope to cover within the time allotted, and all of a most interesting and instructive character.

The finishers of such a course would not be as immature in fundamental knowledge as are the beginners; but at the present moment, under appar-

ent existing conditions, it seems to be the rule rather than the exception for finishers and beginners to be just about on the same plane of proficiency. If the preliminary training would proceed in accord with the above ideas, the opinion is ventured that our University Courses in Accounting gradually could move up to the high plane upon which they should rest, and standardization of content to a great degree would result, to the end that these courses would be recognized by the profession as worth while, and the present existing condition, illustrated below, would right itself:

"Something must be done at once to increase the number of accountants. Already the work devolving upon the reputable accountants of the country is considerably in excess of their normal capacity. The present difficulties will be enormously enhanced unless we can secure from our institutions of learning, a vastly greater number of qualified accountants."

Training of the Teacher

The writer will not tarry long upon this point, because a few words are sufficient. Unless a teacher has the qualifications of a junior accountant, he is useless in the classroom. And this does not mean that he or she must have the ability to pass a C. P. A. examination; for the average intelligent junior accountant, that degree lies in the future anywhere from two to six years. Every teacher of elementary accounting at the earliest possible moment should enroll somehow and somewhere in a course in accounting which will give him this amount of proficiency. It does not appear that the qualifications asked for are too great and too difficult of attainment; if anyone believes this to be the case, then the sooner he or she deserts this type of work, the better for everybody concerned.

As a matter of interest, the Professor of Commercial Teaching in this University contemplates changes in his course, looking toward the preparation of High School teachers in Bookkeeping, which will result in the following:

1. One full year of Bookkeeping (equivalent to two years in High School).
2. One full year of First Year Accounting.
3. One full year of Second Year Accounting.

The above is to be in addition to the regular work provided in methods of teaching Bookkeeping. He is of the opinion that no less a training will prepare a competent teacher of High School Bookkeeping.

Mrs. Mabel K. Burgy, for several years with one of the Des Moines High Schools, has accepted a position to teach commercial work in the Kansas State Normal School, Emporia.

Miss Mary Pender is a new shorthand teacher in the Commercial High School, New Haven, Conn.

B. E. STARS

(A Page for the Business Men of Tomorrow)

WHAT WAS YOUR NET GAIN IN 1921?

Net gain, as every student of bookkeeping knows, is the difference between the net worth at two different dates, provided, of course, the net worth at the later date is greater than the net worth at the earlier date.

From this it follows that you cannot find the net gain for any given period unless you know your net worth at the beginning and end of that period.

You cannot tell, therefore, whether you gained anything financially in 1921 unless you knew your net worth at the end of the year and can compare it with your net worth at the beginning of the year.

This is the fundamental requirement for personal bookkeeping. Many persons have an idea that the essential thing in keeping books for their own personal business is to keep an itemized record of all receipts and expenditures. This is often desirable but is not essential.

If you have never kept books for yourself begin with the year 1922 and find out how much you gain during that year.

The first step is to make a statement of your resources and liabilities. Since this record is to show the gain in money you should put down only the items which would be accepted as assets if you were to go into business. Do not list your clothing or your jewelry or other articles. You may, however, include cash in your saving account, Savings Stamps, bonds or other items of this nature.

Every commercial student should keep such an account. In fact, it is perhaps more important for the student than it is for the commercial teacher.

If you have nothing that can be listed among the assets according to the above definition, you should lose no time in making a start. A Thrift Stamp will cost only 25c and \$1.00 will start a Savings Account.

Decide now that the close of 1922 will find you with a substantial net profit for the year. Even a net gain of \$5.00 is better than nothing, and 10c a week saved during the year will amount to that much.

If any reader is in doubt about how to make such a statement or whether certain items should be included, write to the Editor.

TWO RULES FOR EFFICIENCY

Here are two typists writing their first letters in an office. For both the writing of a letter is a task, which takes time and care. Their speed is about the same.

Which, do you suppose, will be the speedier typist in a month?

A few seconds' observation will

show. It is clear that one girl is learning to be a swift and easy typist; while the other will gain only a little in speed, and will probably never become an accurate typist.

What is the difference? Just this: The first girl is following the correct way of doing her work. She uses the correct fingering in all her writing; shifts with the little finger of the proper hand; returns the carriage with one swift movement of one hand. She makes each movement in the way experts have found to be best, even though just now this may not be the quickest way for her.

The second girl is making much more effort to write swiftly. Her efforts are directed wholly toward doing the present task quickly rather than to learning correct habits. She sometimes varies the fingering, "because it's quicker." She swifts the carriage with the fingers that seem handiest. Forgotten are the methods taught her in school — methods which were chosen by experts after long experience.

The first girl will steadily increase her speed, because the movements she is making are correct, and practice will enable her to make them more quickly. In a few months we may expect her to become a swift and accurate typist.

The second girl will never become a swift and accurate writer, because her movements are not such as make swift work possible. As her speed increases she will find it necessary to change her movements, and at each change she will find the power of habit arrayed against her.

Others in the office are making a similar mistake. The bookkeeper is not using the arm as he was taught to write, because "finger movement" seems easier. Perhaps it is easier for the present, but by practicing it he is fastening upon himself the habit of slow and cramped writing. The clerk at the adding machine is not following the directions for striking the keys given him by his teacher. He says, "I can do it faster this way." Probably that is true; but by following the more efficient method he would make it possible for him to finally reach a much higher speed.

The two typists mentioned above are probably following the same methods in their shorthand. The first tries to follow the best method in writing, holding the pen correctly, turning the pages quickly, and constantly trying to apply the principles of her system to the outlines she writes. The other is content to grasp the pen any way, just so she can write, to turn the page when she gets to the end of the last line, and to write the words "any old way, just so he can read it."

It is evident that practice will make

of the first a good shorthand writer; while practice will do little for the second.

These illustrations emphasize two of the most valuable rules for the man or woman who would be efficient:

First: Find the best way of doing a thing.

Second: Always do a thing the best way.

The first rule has to do with economy of muscle. To be efficient means to do our work with as little muscular exertion as possible. And that requires that we shall use our heads to save our hands. Don't give as your excuse for doing a thing before you have made an effort to find the best way, "I'm in a hurry." The man who is too hurried to find the best way of doing things, will be hurried all his life.

The second rule has to do with economy of mind. To be efficient means to do our work with as little mental exertion as possible. And that requires that we shall make the power of HABIT help us instead of hindering us.

Why are some typists swift? Because they have the habit of writing swiftly. Why are others slow? Because they have the habit of writing slowly. Why are some so accurate that they scarcely ever make a mistake? Because they have the habit of accuracy. Why are others likely to make several mistakes in every letter they write? Because they have the habit of making mistakes.

If you would go "fast and far" in the race for success, observe these two rules for efficiency.

You pay for it — why not have it? Astoria, Ore., Business College Bulletin. Untrained people pay dearly for the business education they never get. They pay for it daily, all through life — in smaller salaries, less pleasant surroundings, narrower social connections, less valuable companionships, unrelieved discomforts, obstructed opportunities, and baffled ambitions, while prudent shrewd folks pay for it only once and make it pay dividends for life.

"The Macon Educator," Vol. II, No. 10, October, 1921, published by the Georgia-Alabama Business College of Macon, Georgia, is a very attractive little magazine. The articles under the headings "Nothing Ventured Nothing Gained," and "That Enemy of Yours; How to Win Him Over" are especially good.

"The Clearing House," published by Goodyear-Marshall Publishing Company, Cedar Rapids, Iowa, contains a number of articles unusually helpful for commercial teachers. The November number has an article on Savings Bank for High Schools. The plan outlined is very workable and will give students a training in saving money which will be valuable to them in later years. A copy of "The Clearing House" containing this article will be sent to any address free of charge.



Little Stories of Business

By CHARLES T. CRAGIN
Holyoke, Mass.

THE BONDSMAN

"Hobble, gobble, razzle, dazzle
Rah! Rah! Rah!
Plainville Academy,
Ts-s-s! BOOM! A-a-a-h!"

Again and again rang out the cheer leader's sharp call, and 150 boys in the gray uniform of the old military academy barked and yelled the sharp Princetonian war cry which echoed from the high hills to eastward even to St. Anthony's nose on the north and Bear Mountain over the wide Hudson, rolling down in stately measure towards the sea.



All around the great parade grounds were gathered hundreds of spectators, bright faced girls and boys and men of all ages, flaunting colors of the old academy, the school-boy home of many an eminent man during its long existence of almost 80 years. It was football day and the big game of the season, for against the sharp playing husky eleven of the academy were matched the bulky players of a famous college freshman team which that year had not met defeat among the prep. schools of the country. Heavier by five or ten pounds per man than the Academy boys were the wearers of the crimson sweaters, but not so active, for these boys of the P. M. A. had the advantage of sharp military training; moreover, they were boarding school boys, and during the football season were kept at a special training table, and under the sharp tutelage of Professor Morris, once half-back of Harvard and Dean, old Princeton tackle, they had been well trained in really scientific football.

It had been a desperate contest and the last quarter was on with The Crimson, five to the good, two goals and one kick, had given them twelve points, while the academy boys had just succeeded in crowding through the goal once and kicking successfully through the posts. 12 to 7, and 10 minutes to go, and the ball on the Academy's 30 yard line with The Crimson plunging fiercely to break up the stubborn defense of the lighter Cadets. They came together in a crash and in a moment the sharp whistle of the umpire called time, and a Cadet was dragged out of the melee to the side lines, where they poured water over him, fanned him and rubbed his ankle, so severely dislocated that he was down and out. And then arose a wild cheer as a husky youth came limping out from the side lines to take the place of the disabled warrior. Out rang the cheer again and again, followed by, "What's the matter

with Randall!" and the instant answer, "He's all right!" Randall's face looked tired and drawn and he limped badly as throwing off his sweater he came out from the side lines and took the place of the disabled full-back who had fallen by the wayside.

It had been a sorry disappointment to the Cadet management that Jack Randall, the powerful full-back of the Academy team, had been absolutely forbidden by the doctor to take part in the game. He had been the star player of the team all through the season in which they had been conquerors in ten sharply played games. The powerful kicking and plunging of the full-back and the snappy work of little Sullivan, the quarter-back, had been dominant factors in this long string of victories. But injuries in the last game had put Randall in the hospital for more than a week, and he was only out this day on the side lines. But the desperate plight of his team-mates was like the sound of a trumpet to an old war horse, and when the substitute full-back went down, ten doctors could not have kept Jack Randall out of the fray.

He staggered when he came out and limped badly, but the fire of battle was in his steel gray eyes, as he took his place behind the line, to make a final struggle against the score of 12 to 7. It had been the 3rd down, and in the mix-up, The Crimson had lost the ball which was now in the hands of fiery little Sullivan, the quarter-back. "16-5-9-3," barked "Sully" as he snapped the ball to Randall, who instantly made a forward pass to Daily, the fleet left-end. Daily made a perfect catch, and like an unleashed streak of lightning, darted a zig-zag course through the opposing players of The Crimson and shot for their goal only to be tackled and thrown on the 37 yard line, but he held the ball and brought the spectators to their feet with a cheer that had a ring of victory in it. How they yelled and danced, those cheer leaders, and how those Cadets shouted themselves hoarse as again the signal call rang out. The right-end played out as if he expected a forward pass, the ball snapped back and like a human hattering ram, Randall dove through the line with the whole Crimson team that could get at him, piling on and his own fierce warriors driving, plunged forward to the 20 yard line of the Crimson. It was a tremendous drive through the center where the play was not expected. Before they had time to rally, the slower moving Crimson team again felt the fierce hammer-like blow of the swift moving Cadets, and another 5 yards was gained and then they lost the ball. So close to the goal, however, that the Crimson full-back gathered

himself to kick for safety, but in his anxiety to make a kick, he lost the ball and again the Cadets had it, stimulated to fresh exertion. It was only 12 yards to the goal line of The Crimson, who massed to repel the drive to put it over.

"Three minutes to go," came the signal from the side line by a Cadet time-keeper. The quarter-back signalled Randall to make a drive between tackle and left-end and, apparently headed for the center, the moment the whistle blew, the quarter-back snapped the ball to Randall. The guards closed around him, and in an instant he went through the weakest spot of the Crimson line, as a circus rider goes through a paper balloon, and trampling over the desperate warriors, who threw themselves under his feet, driven on by all his own enthusiastic team mates, he went over the line for a touch down, with less than a minute playing time to spare. How they danced and yelled and cheered and threw their hats in the air, and hugged girls they had never met before around that parade ground, as they saw the score tied and Sullivan holding the ball to kick back into position, on the 30 yard line for a kick for goal. Sully was a desperate player, but cool enough in the hour of need. He kicked nicely to the 10 men along the line, waiting to receive the ball, but a fierce gust of wind caught it as it soared high in the air, and as a result it lay at an acute angle to the goal posts that make a successful kick against the strong wind almost impossible.

There was a breathless silence as Daily took the ball between his hands and lay down to place it for the final kick, by Randall. The full-back limped into position, sighted between the goal posts, fell back a step, and when the ball touched the ground his foot struck it square and steady and it shot like a streak high between the goal posts over the bar for the extra two points necessary for victory. 14 to 12, and the crowd went mad as the boys of the battalion bore Randall on their shoulders off the field to the gymnasium.

A Boy from the Buckeye State

John Randall came from the State of Ohio, where his father, in a good sized city, was a manufacturer of farm implements. The elder Randall had made considerable money but the money had been put back into the business which was already heavily encumbered with debt, though, now in a prosperous condition, and dependent largely on the personal ability of the elder Randall.

Jack was in his third year at the Academy. An excellent scholar, he had always liked military training, and was now first lieutenant of the cadet battalion which, under a U. S. Army officer, had excellent standing. Jack, as the boys called him, was popular with cadets, officers, and teachers, for he was a gentleman as well as an excellent soldier and a good scholar.

(Continued on 2d following page)

YOU CAN, TOO

True Stories of HARD WORKERS Who Win

FROM STENOGRAPHER TO JUDGE

by F. L. Dyke, The Dyke School of Business, Cleveland, Ohio

John P. Dempsey is a real man's man; more than that, he is an Irishman. Fate was kind to him because he decreed that he should be born in Ohio. This seems to be all the start that many really great men have needed. So, of course, there is no occasion for surprise that this man Dempsey has done things. He has.

As a boy he lived in Bellevue, Ohio, and was the eldest of a family of six children. The Dempsey family is one of those substantial, solid American families that constitute the real backbone of the greatest nation on earth. When he was eighteen years of age, his father died, leaving him the sole support of the family. To undertake the entire support of a home containing seven people is no small matter for a full fledged man, and for a lad of eighteen who is just about completing his high school course it constitutes a problem of the first magnitude. Because John was a two-fisted chap and a man of fighting blood, he had no hesitancy in tackling the job mapped out for him.

It didn't take him very long to find something to do. He had grit and common sense and was willing to grab any kind of a root and go to work. He didn't consider it absolutely necessary to have a white-collar job. He went out on his overalls and monkey-jacket and went down in the grime and dirt of the Nickel Plate Railroad yards and got busy. He served in a number of capacities, finally being given the position as call boy. But that wasn't all. He had a more or less vague notion of attling around in the back of his head that he would like to study law. He didn't know just how to go at it, but a local lawyer who evidently had some vision and insight into human nature encouraged him and loaned him some of his books.

John stayed in the railroad yards for five years and spent as much of the time as he could get from his family-supporting business, in reading law books and things that he thought would be helpful and carry him in the direction he wanted to go. He finally made up his mind that this way of earning law could never be a complete success and that he must in some way obtain systematic training.

Some one told him about the salaries that many of the big law firms paid to competent stenographers and he decided that if he could learn shorthand it would serve as the means to the end. So, in 1902, when some of the other members of the family had

reached the point where they could help support the household, he cut loose, came to Cleveland and entered the Dyke School of Business for a course in shorthand. Perhaps no student ever worked harder than he did. He seemed to have a complete realization of the fact that every minute of his time was valuable and he must make the most of it. I suppose James A. Garfield would have regarded John Dempsey as a brilliant student. Perhaps you will remember that Garfield said: "If the ability to do hard work is not talent, it is the best possible substitute for it." From



HON. JOHN P. DEMPSEY

Garfield's point of view Dempsey should be regarded as exceedingly brilliant, for there seemed to be no limit to his capacity for hard work. However, aside from his ability to be industrious, as well as from the standpoint of accomplishment and as a man among men, he is brilliant.

Like Ex-President Wilson he is today a capable stenographer, using his shorthand more as a convenience than anything else, of course, but priding himself on his ability to do so and upon his touch typewriting.

Upon the completion of his stenographic course he accepted a position in the office of the Nickel Plate Railway Company in Cleveland. This was merely a job and gave him some earning power. It was not taking him in the direction of the star he wanted to hitch his wagon to, so later on the school placed with the legal department of the National Cash Register Company at Dayton, Ohio. He was there for some time, having valuable experience, but he was so very busy that he had no opportunity to study law. So, determined to keep steaming ahead on the main track and refusing to be side-tracked, he resigned and accepted a stenographic position with

Hoyt, Dustin & Kelley, one of the prominent law firms of the city of Cleveland. Later he accepted a better position with the law firm of Henderson, Quail & Siddall and became an expert law stenographer. While here he entered the Cleveland Evening Law School and after three strenuous years was admitted to the Bar in June, 1907.

Any one who has tried it knows that it is no easy task to hold down a heavy law stenographer's position and at the same time do all the work required in a modern law course.

After being admitted to the Bar, he continued for a time doing shorthand work, getting a splendid salary and putting in all of his spare time for one year with Western Reserve University, studying literature, economics and philosophy. In the fall of 1908 he began the practice of law as an associate with his firm. In 1917 he entered the Army Officers' Training Camp at Fort Benjamin Harrison. In August of that year he was commissioned as Captain of Infantry and assigned to the 332nd Infantry of the 83rd Division at Camp Sherman. He went overseas in May, 1918, and his regiment was assigned to the Italian Front shortly after reaching France. He participated in the final drive which resulted in the collapse of Austria. After the Armistice was signed he did occupational duty in Austria. He received his discharge in May, 1919, and upon his return to Cleveland resumed the practice of law with his old firm.

About this time he helped to organize the American Legion. In the 1920 annual meeting of the Cuyahoga County Council of the Legion he was elected County Chairman, which position he resigned when he received his appointment to the bench. In March, 1920, the Governor of the State of Ohio appointed him Chief Justice of the Cleveland Municipal Court because of the unanimous recommendation of the Executive Committee of the Cleveland Bar Association. On November 8, 1921, at the expiration of the term for which he had been appointed, he was elected to the office by a very large plurality.

He is filling this important judicial position with the full measure of success that is appreciated by all the citizens of Cleveland except the speedsters and the crooks. Judge Dempsey is still winning his way by red-blooded methods and the same old hard work plan. However, it is not hard work for him. He does not so regard it. It is all a splendid, interesting game that is really worth playing.

It never has occurred to him that the world owed him a living, but he has always had the idea that he was indebted to the world to the extent at least of one good citizenship.

Judge Dempsey has a very wide circle of acquaintances who wish him well, but, I am sure, none have a keener interest in his welfare and continued success than his many friends at Dyke's.



CRAGIN

(Continued from 2d preceding page)

Easily the most popular boy in school after that closing football game, he expected to graduate a captain, and go to Harvard the next fall, and then fate took a hand.

A little blue clad telegraph boy trudged up one morning with a yellow envelope for the principal of the Academy. The message said, "Break the news to John and send him home by first train. Factory destroyed by fire and his father dead.—J. B. Kirk."

J. B. Kirk was the bookkeeper of the Randall establishment. Randall, the senior, in a desperate attempt to save private papers in the office, had deloyed too long and suffocated by the dense smoke, had been unable to make his escape, and went down with the building. It was a sad home coming for Jack Randall where his mother, his two younger sisters, and a still younger brother were waiting his arrival. And complete indeed was the disaster, for the insurance did not begin to cover the fire loss. Mr. Randall's death meant the ruin of a business none too strong at best, and Jack Randall found the family practically without means except a few hundred dollars a year from property which belonged to his mother. It was imperative for Jack to get into harness and help provide food, clothing, and shelter for a family of four besides himself. Rather a hard outlook for a boy of eighteen who had never in his life done anything to earn money.

But a boy who can hold his own in football has learned something that is worth while, for he has encountered the hardest kind of resistance from stout opponents, and a good football player is not likely to lie down under the first blow of misfortune. It did not take long to show Jack that college was out of the question; it was necessary to earn money. He went to a friend of his father, a good business man, and asked his advice. It is a good plan to ask advice sometimes, even if you don't follow it.

This man said: "If you were alone and had no family dependent upon you, I might say to you, get your life insured and borrow \$1000 or \$2000 and go through college, but it will take you five years to do it, a year to get ready and four years in college. I am afraid your mother would have pretty hard work to keep going on her small income while you are doing this, and paying up your debt after you got through. I guess, John, you will have to buckle down to work and put your nose to the grindstone and get to earning money as soon as you can."

"Well, sir, that's what I have thought ever since I came to look matters over. Of course, I supposed that I was going to college, never thought of anything different, but I never had any deep rooted desire for college, my thought runs more to business than to literature or science, and I guess the best thing I can do is to get into a business college, six months or a year, and earn money. I

don't know as I can afford that, but I guess I'll manage." And so, the very next week Jack Randall, 18 going on 19, entered a business college in his native city.

Training for Business

Jack wasn't there for fun, it was a matter of dead necessity to him, and he was old enough to know what business meant. Fortunately, the principal was a man of vision, and he gave frequent talks to his students on the great business topics of the day, trying to awaken some interest in the plastic mind of youth, a rather discouraging attempt sometimes. Young Randall became greatly interested in such subjects. In the fifth month of his stay at the business college, a friend of the principal came up from Chicago. He was a man connected with one of the big banks of that city, and he said to the principal, "Bill, have you got a good live wire here that would work in at The Atlas, our bank?" "Why yes, Joe, I have got a boy here, with brains enough for banking or anything else," and he pointed out young Jack Randall.

Said the Chicago man: "Now, the bank business may not pay you so

much money the first year as you would get out on the road, selling goods, but it will pay you as much as you get in any ordinary business with opportunities for advancement; perhaps becoming a manager of one of the branch banks controlled by the big one. You know enough about business now to go in with us. You will be messenger at first, sent out to present drafts for collection, to carry balances to the clearing house, and do some work that may seem drudgery to you, but you will be learning the big financial game all the time. Do you want to try it?"

"I will talk it over with mother and let you know this evening. I would like to go myself if she thinks I can afford to work a year or so for just about enough to pay expenses." Mother did think so, and Jack Randall went up to Chicago to learn the big game of finance. He played that game for five years, beginning at the very foot of the ladder, carrying around drafts for acceptance, notes for payment, and all that kind of messenger service. Sometimes quite large sums of money were in his possession from collections he had made. After a while came promotion and an increase of pay. There was nothing exciting in the life though at the end of his second year he did have one rather startling experience.

A Little Rough and Tumble

He had just come from the clearing house when Mr. Gardner, the collection man, said to him: "Randall, here's a draft for \$3,000 on Burstein Bros., the cloak men over on the West Side. They have no account here and they telephone that they want to cash this draft, and have nobody available by whom to send it over. Take a West Side car and go over there. It's off West Madison Street, somewheres up near Halstead, in one of those back streets; quite a big factory, but they're not very good business people. You go over and take the draft and collect the money and bring it back. You had better take one of these satchels, for it is likely as not there will be a lot of small bills."

"All right, Mr. Gardner," said Jack. "I don't know but you better take a gun," said Gardner, as he took a small but formidable automatic from one of the drawers back of the cashier's desk. "Oh, I don't believe I want that," said Jack. "I would be more likely to shoot myself or some old apple woman than anybody else, and I don't think there is any danger."

"I guess you are right," said Gardner as he put the pistol back in the drawer and handed Jack a quarter for carfare as he passed out with a small leather satchel and the draft. He had some difficulty in finding Burstein Bros., having to pass through a number of small streets and alleys before he reached the big and somewhat dilapidated factory where they were making cheap cloaks. Burstein, a greasy and rather sinister looking individual, apologized for not attending

(Continued on 2d following page)



Thomas M. Nelson, whose photo appears above, is by his own efforts and hard work rapidly pushing to the front as a penman and commercial teacher. Having no financial backing, he worked his way through Tobin College, Fort Dodge, Iowa, and by teaching in the winter and attending the Zanerian in the summer he has been able to develop considerable ability as a penman and teacher. He also has taken special commercial work in the Office Training School, Columbus, Ohio.

Mr. Nelson served the U. S. in the World War and later instructed in a Reconstruction School. Last year he taught penmanship and commercial subjects in New Philadelphia, Ohio, High School. This year he is teaching in Oil City, Pa., High School.

With his earnest desire to improve, and his disposition for work we predict a very brilliant career for him.

Lessons in Artistic Penmanship

— For Beginners —

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

LESSON III

Inspiration

Aspiring penmen make progress only by continual striving. If your practice is to be effective, you must have the ideal clearly in mind, so that you always work towards one end. Your personality is the result of habits—habits of action and habits of thought. That is why you are you. Your penmanship is a habit—that is why it is your writing. Your habits of writing have been acquired unconsciously through the years while learning to write. The ideal in your mind and soul are the model you are building your life by—the conception of beautiful script you hold is what unconsciously directs your writing. If you are constantly reviewing those "Warming-up Exercises," and studying seriously all the little details of the first lesson, and trying earnestly to make each succeeding effort better than the last—gradually, surely, eliminating the habits that hinder and replacing with the habits that help, then you're learning how to practice.

Plate Three

This lesson and the one following stresses the horizontal oval, and develops snappy shades. We have adapted our lessons to develop this

type of letters. Other styles will follow, and variations of these will be given.

Penmen's License

Many penmen, playing with skill, take great liberties in style and modification. I wish to insist that each student stick closely to the lessons at hand and hold to the standard types. Avoid freakishness. You will arrive in due time at the place where both skill and fancy may be given free rein.

Instruction

Swing your pen freely but with moderate momentum about one-half larger than the copy, as the copies have been reduced a trifle.

No. 1—Retrace ten counts, check motion and finish with a snap shade made with a sweep of the forearm—no wrist action. Note carefully the placing of the capital stem within the oval. Keep shades of uniform width.

No. 2—Practice many lines of this. Study proportion. Don't carry too much ink or you can not draw (swing) your shade out into a hair line taper.

No. 3—Make the capital H by following your best shaded stems with an upward curve beginning on the base line. Pick up at the base line for the finish. Keep last oval of same

size and proportion as the initial oval.

No. 4—This is the easiest style of the R to be made, and is a very beautiful letter. Avoid carrying the top of the R over to the right too far.

No. 5—Practice this to get precision.

No. 6—If you have mastered the R, the K will be easy. Loop the loop around stem where shade is thin—a trifle higher than you may with the R.

No. 7—Write slowly but with perfect motion through the word to the t. Lift pen on the up stroke of the small i; make down stroke like an exclamation point—pick up stroke and finish the word. (I make my shaded tops of t's without retouching. It requires a special knack of placing the pen on the paper. Later.)

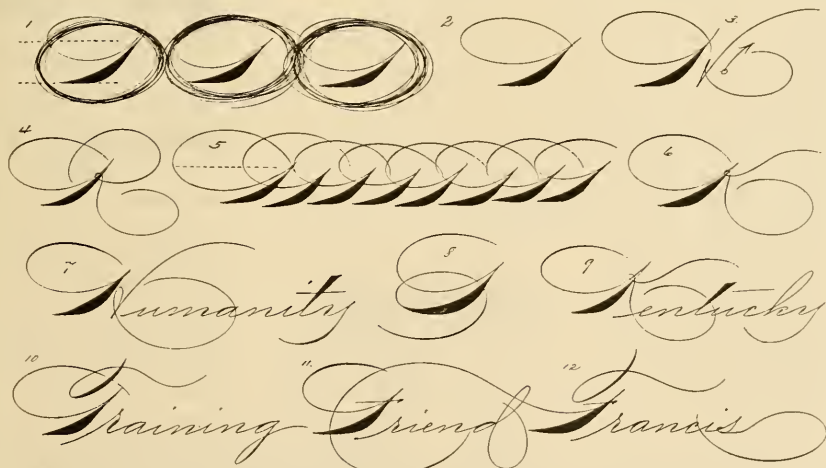
No. 8—In this the shade continues into another oval — most excellent practice.

No. 9—Same as No. 7. Loops are made the same as the t — upward swing, lifting pen at crossing of upward and downward strokes; pick up line quickly and continue.

No. 10—Watch the cap of the t. It is made after the stem has been made. Have the over-curve center over the point of the stem. The upward curve of the cap gives it its gracefulness. Watch it.

Nos. 11 and 12—Try this. Make both capitals before writing the small letters of either.

Send in your best work—a line or two of each, with 12c in stamps for criticism. Address M. A. Albin, 1550 Knowles Avenue, Portland, Oregon.





CRAGIN

(Continued from 2d preceding page)
to the matter himself and handed to young Randall \$3,000, a considerable amount in small bills. Randall put the money into the satchel, handed over the draft and took his departure.

It was now past five o'clock, on a late fall day, and a great cloud of smoke from South Chicago had drifted over the West Side so that gas lamps were burning in the houses along the streets themselves were murky and dim. As Jack came out of Sullivan alley, leading back from Halstead street, there was the sound of tumult and shouting, and he saw four or five men fighting in the narrow street, and using lurid language. Jack hesitated a moment and then all of a sudden found himself in the midst of the fight. The satchel was snapped from his hand and a powerful blow sent him into the gutter, but the old football training showed its worth. In an instant he realized that the fight was a frame up — that in some way these scamps knew he had money and were after him, and with all the vigor of old football days he clasped the satchel, which they had not at the first effort succeeded in pulling from the strap that held it in the crook of his elbow and seizing it like a football he fell back a pace, gave one assailant the football knee in the stomach, plunged head on into another and sent him flying, and before the rest of the gang had time to rally, Jack went flying down the alley into the bright lights of Halstead streets and safety.

A Valuable Acquaintance

It was just after Jack's exploit with the thieves that he made the acquaintance of a man whose advice greatly influenced his future life. Carl Anderson, a large, handsome young man of Swedish descent, came down from St. Paul, where he was doing a flourishing business in the sale of securities. Jack was exciting a good deal of attention at that time, for an enterprising newspaper reporter got hold of the story of the attempted hold up, and played it for all it was worth. The evening papers had a picture of Jack and a lurid story of the attempted robbery in which he appeared very much of a hero, somewhat to his disgust, for in spite of his athletic prominence Jack was a very modest young fellow, and didn't consider his exploit worthy of so much newspaper display. But Anderson took a liking to him, and invited him one evening to dinner at the Richelieu, and in talking over matters said: "You don't want to stick to the Atlas; you can work in that hank till you're old and gray, and you will never get above the \$5,000 a year mark unless somebody dies among the big ones, and mighty few bank men die. I know all about it. When I got through Harvard my father, who had some stock in the Shawmut of Boston, put me in there to become a great financier, he thought I would be Secretary of the Treasury some time, but I got mighty tired of it, and after

RESULTS OF THE CONTEST

The following are the winners of the Penmanship Contest announced in the October issue:

No. 1

Honorable Mention: The following teachers sent in work from ten or more students:

Sarah Britt, San Mateo, Calif., High School.

W. H. O'Hara, Herington, Kan., High School.

A. R. Reelhorn, Stockton, Calif., High School.

It will be noted that the High Schools came along nicely; but where are the Business Colleges? Also that California gets into the running in fine shape.

No. 2

Not a single student who entered school this year sent a specimen. Some of you people might have had a dozen cards merely for a page of writing. Why didn't you?

No. 3

The following persons sent in very creditable specimens, and have been awarded cards:

Williamina Miller, 5 Collahie St., Toronto, Ont.

G. B. Dailey, 117 N. Duke St., York, Penna.

Harold Van Gundy, 1209 Parsons Ave., Columbus, O.

Two other persons might have had cards just by writing. Why didn't you?

No. 4

Only one person sent in a specimen of ornamental:

G. B. Dailey, 117 N. Duke St., York, Penna.

The prizes went begging this time—but wait until next April! Let there be a scramble for every prize at that time.

Miss Marguerite Scott is a new commercial teacher in Marysville, Kansas, High School.

Mr. Harvey Hill, of Lebanon, Mo., is a new bookkeeping teacher in the Metropolitan Business College, Dallas, Texas.

Mr. L. J. Strong has been engaged to teach commercial work in the Osawatomie, Kansas, High School.

Miss Leora Helber is a new commercial teacher in the Sparrows Point, Md., High School.



Train for Commercial Teaching

At the Rochester Business Institute and qualify to do high grade teaching in the best high schools and private commercial schools. Our graduates are in every state and in some foreign countries, holding the highest positions as commercial teachers. A postal card request will bring to you by return mail our Teachers' Bulletin and Circulars.

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THIS is the report from one school we have for sale. Others just as good. Would you like to own a school like this? Write to H. K. W., care Business Educator, Columbus, Ohio.

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Degrees Conferred. Kalendarlog Free.

TEACHERS' PROFESSIONAL COLLEGE, Washington, D. C.

WANTED to buy a good business school in a city of 25,000 or more. Please give information in first letter. Address H. E. W., Care Business Educator, Columbus, O.

\$5500

buys Business University, established 28 years. Receipts \$10,000. City 35,000. No opposition within 60 miles. No debts. Inventory about \$5,000. Great Lakes State. Owner has other interests. Address, BUSINESS UNIVERSITY, care Business Educator, Columbus, Ohio.

FOR SALE

Money Making Business College in Northwest, best of reputation, unlimited territory, slight competition, new equipment including 25 new Underwood typewriters, good location, reasonable rent, \$4,500 cleared by owner last year, ill health reason for selling. Easy terms. Write for particulars. Address MONEY MAKER, care Business Educator, Columbus, Ohio.

SCHOOL WANTED

Will pay CASH for school in good territory. Must be in city of 30,000 or over. Correspondence confidential. L. L. NELSON, 2303 Virginia Road, Los Angeles, Calif.

B. C. S. DEGREE HOME STUDY OTHER COURSES
WRITE TODAY
Dean, Oskaloosa College, Oskaloosa, Iowa.

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Penmanship or Commercial, Fine Salaries.

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FOR SALE

BUSINESS COLLEGE in a progressive city of the South-West. Fine opportunity for a man and wife. Spot cash proposition. Address South-West, care Business Educator, Columbus, O.

Notes

Miss Phyllis Ziegler was elected to the commercial position in the High School at Huntingdon, Pa.

Mr. George S. Murray, recently employed by the Winchester Repeating Arms Co., New Haven, Conn., and Miss Naomi Pollard are new commercial teachers in the Commercial High School, New Haven, Conn.

Miss Helen Ringold, of Northboro, Mass., has accepted a position as commercial teacher in Nasson Institute, Springfield, Maine.

C. Toler, Schenectady, N. Y., is now teaching commercial work in Camden Commercial College, Camden, N. J.

Mr. Jesse MacGregor, of Battle Creek, Mich., is a new commercial teacher with the Troy Business College, Troy, N. Y.

Miss Antoinette B. Jette, of Chicopee, Mass., is a new teacher in the Commercial Department of the Brattleboro, Vermont, High School.

Mr. Charles Gladfelter, of Loganville, Ga., is the new head of the Shorthand Department of Bay Path Institute, Springfield, Mass.

Miss Irene V. Howard, for the last few years head of the Commercial Department of the Winooski, Vermont, High School, has accepted a position as teacher of commercial work in the Milford, Conn., High School.

Mr. George R. Julian, Montpelier, Vermont, is a new commercial teacher in the Olean, N. Y., High School.

Lawrence DeSwarte, Flora Kunz and Mildred Bacus are new commercial teachers in the High School at Hammon, Ind.

C. C. Hostetler, last year with the Barnesville, W. Va., High School, is a new commercial teacher in the Elliott Commercial School, Wheeling, W. Va.

Miss Wilda Brubaker, Bird-in-Hand, Pa., has accepted a position as shorthand teacher in the Du Bois, Pa., High School.

Herbert L. Millville and Hubert McDonough are new commercial teachers in the Manchester, N. H., High School.

Mr. Walter L. Cochran is a new accountancy teacher in the Anthony Wayne Institute, Fort Wayne, Ind.

Sara E. Wert, of Shamokin, Pa., is to teach commercial work in the Lititz, Pa., High School the coming year.

Miss Blanche Kiegan, of Lewiston, Maine, is a new commercial teacher in the Hamburg, N. J., High School.

Miss Ruth Benford has accepted a position to teach commercial work in the High School at Hackensack, N. J.

H. O. Ball, last year head of the commercial work in the Fond du Lac, Wis., High School, is the new head of the Commercial Department of the Lynchburg, Va., High School.

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A real service bureau for Commercial Teachers managed by G. S. Kimball, well known commercial teacher and author. Free registration — NO CHARGE until you get the position YOU WANT

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For the Attention of Commercial Teachers!

Already calls for well qualified commercial teachers who will be available in January are coming to us from large high schools and business colleges, offering attractive work and salaries. If you will be available for the second semester, your enrollment with us now will give you a chance at the best positions. The choicest places are always filled first. Don't delay. WRITE US IMMEDIATELY.

CONTINENTAL TEACHERS' AGENCY BOWLING GREEN KENTUCKY

AMONG the institutions above high school grade that have taken our teachers during the last few months are: Syracuse University; The Junior College, El Paso; State Normal School, Indiana, Penna.; Mar. W. Va.; Iowa State Teachers Institute, Lawrence Kan.; Academy; Dickinson Sem. have some good openings and some A1 teachers available. May we help you?

COLLEGES

The NATIONAL COMMERCIAL TEACHERS' AGENCY
E. E. GAYLORD, Manager (A Specialty by a Specialist) Prospect Hill, Beverly, Mass

STATE NORMAL



TAKES OUR MAN. E. W. Atkinson, President, Business Section, Minnesota Education Association during 1921, now heads the commercial department of the Maryville, Missouri, State Normal—one of the good positions recently filled by this bureau. Let us help you, too, this year. Write for new blanks and full details.

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.



CRAGIN

(Continued from 2d preceding page)
a few years in the tread mill of bank life, I started out on my own, selling bonds, stocks, and securities for a big Boston firm of brokers. They paid me as much salary as I was getting in the bank at the start, and after a year or two, I made as much more on commission, and for the last five years, my income has been between fifteen and twenty thousand dollars a year. I have been entirely my own boss, and I have not dealt in any wild cat stock, nor done any bucket-shop business. I have nice offices up there in Saint Paul and my business comes to me. I don't have to go after it now. One client sends me another, for I don't handle any stuff that isn't gilt edge. Now, there is nothing to prevent you entering in that same line of business. Read up on investments, stocks, bonds and securities, and think the matter over. You seem to be a live wire and I would like to see you do well."

It was good advice. Jack Randall began to spend his spare time in the Chicago library, reading books of finance. The mail brought to him on request reports of industrial corporations, and he got statistics of every city that offered bonds for sale, and two years later, when he began in a modest way as an advisor in financial investments to his friends, there were few men in Chicago who could give as complete reports on any security offered for sale. The bank people had been very kindly disposed towards him, ever since his quick action had saved them the loss of \$3,000. They liked the spirit of the man who would risk his won life and fight desperately for their property, and it wasn't long till Jack found himself at his own request in the Department of Stocks, Bonds, and Securities.

A wise man when he has money to invest doesn't put it into a gold mine, which may be just a hole in the Rocky Mountains, or perhaps not even a hole; nor into an oil well that squirts freely on paper and nowhere else, but he goes to his bank and asks them what he had better do with the money he has to invest, and the Security Department of the bank can tell him to a cent how much he will realize on his investment, if he buys bonds of the city of Oshkosh at 98, or the city of Mexico at 48, and they will tell him, too, why he had better pay 98 for Oshkosh than 48 for Mexico.

Jack the Bondman

Jack Randall was drawing a very good salary, \$2,000, not bad for a young man of 24. This salary was Randall family, and giving his mother a chance to let up a bit on the severe economizing she had to practice while he was working up to a paying business in the big Chicago bank. At Easter that year Jack went home for a week's vacation granted him by the bank. He called on his old friend who had advised him to start in his business career and it was, like the first, a very lucky call, for the gentleman had just been left the guardian

of two young people, the one a Harvard freshman, and the other in her second year at Vassar.

Jack knew the family, and in speaking of them the business man said: "I am afraid I will have to retrench on these youngsters; their father left me \$100,000 and a little more, which I put into U. S. bonds that pay 3½%. \$3500 income does not pay the expenses of that couple, one at Harvard and the other at Vassar, both expensive stopping places."

"Well," said Jack, "Why in the world do you leave their \$100,000 in U. S. bonds paying 3½% when you can just as well get 6% on absolutely gilt edged city, town or county bonds?"

"Oh, but you can't, you know!" said the gentleman.

"Oh, but you can, you know!" replied Jack. "I know it, that's my business. I can show you a list of at least a dozen cities, large towns and corporations that are just as solid as the rock of Gibraltar. You can buy their bonds at a price that will yield you close up to 6%. They are small places, but absolutely sound. If they were cities like Boston or Chicago, you couldn't buy their securities at a price that would yield that income; the very fact that they are small cities is what does it."

"Are you sure you know what you're talking about, Jack?"

"Ask Mr. Simonds, the president of our bank, or the Mayor of Chicago, or the Governor of Illinois, both on our board of directors, if I know what I'm talking about! Let me invest that money for you if they tell you that I know what I'm talking about. We won't put it all in one, but in several of these city bonds."

The gentleman did ask the men in question and as a result invested over \$100,000, and Jack realized a pretty commission out of the sale. It was the beginning of his career as an independent bond and security salesman, which has continued to this day. He made connection with a great New York investment house, gave up his position in the Security Department of the bank after a year of practice had showed him that he could command a clientele that would send him their own investments and advise their friends to patronize him. For the past 10 years he has been located in a large city of the middle states, where money for investment is plentiful. He is happily married, and is altogether a man of mark in the community, for it is well known that if Jack Randall says an investment is good it IS good. He has made it a rule to deal in no speculative stocks, no bucket shop business for Jack. He doesn't deal in goods that he can't recommend, and it is very seldom indeed that an investment he undertakes fails to live up to his promises. I saw him last year for the first time since he was a small boy at school to me, and he told me that his income last year was something over \$15,000. Not bad for a bond salesman.

NEW ENGLAND PENMANSHIP ASSOCIATION

Eighteenth Annual Meeting, Saturday, January 28, 1922
A. M. 10 to 12—P. M. 1:30 to 3:30
Simmons College, Boston, Mass.

Address of Welcome—Dr. Eldridge, Simmons College.

Remarks and Appointment of Nominating Committee—Pres. C. W. M. Blanchard.

Adaptation of Muscular Movement Writing to Modern Needs in Bookkeeping and General Clerical Work—Miss Helen J. Gilmore, The Boston Clerical School.

Fundamentals of Business—Mr. Ralph B. Wason, Director of Service, Babson's Statistic Organization, Wellesley Hills, Mass.

Penmanship from the Standpoint of the Normal School—Mr. C. E. Doner, Director of Penmanship in Bridgewater, Salem and Framingham Normal Schools.

Penmanship in the Grades—Miss Ruth Whitcomb, Supervisor of Penmanship, Somerville, Mass.

Music.

Business Meeting.

Building a Career and Some of the Tools Employed—Mr. Frank Palmer Spear, President, Northeastern College, Boston, Mass.

Penmanship from the Standpoint of the High School—Mr. K. C. Atticks, Head of Commercial Department, High School, Brookline, Mass.

The Place of the Blackboard in the Teaching and Development of Penmanship—Mr. S. I. Bartow, Principal, Palmer Method School, Penmanship, New York City.

Penmanship from the Standpoint of the Business College—Mr. E. H. Fisher, of The Fisher Business Colleges.

Executive Committee.

President—C. W. M. Blanchard, Medford, Mass.

Vice President—E. H. Fisher, Somerville, Mass.

Secretary—Treasurer—Annie C. Woodward, Somerville, Mass.

R. C. Laird, Boston, Mass.

E. E. Gaylord, Beverly, Mass.

Penmanship Exhibit and Display of Penmanship Literature and Manuals from Publishing Houses.

SECOND COMMERCIAL EDUCATION DINNER-CONFERENCE

Milwaukee, Wisconsin, Wednesday, January 11, 1922

Hotel Wisconsin, Colonial Room

Dinner, informal, promptly at 6:30 p. m.

Program

Chairman, Dr. Glen Levin Swiggett

U. S. Bureau of Education.

Topic, "College Entrance Credits in Commercial Subjects."

The following speakers have been invited to present this topic for discussion from the angle of approach here assigned:

Technique subjects—C. M. Yoder, Director of Commercial Courses, State Normal School, Whitewater, Wisconsin.

Related subjects—C. S. Marsh, Assistant Dean, Northwestern University School of Commerce, Chicago, Illinois.

General subjects—(Speaker to be announced.)

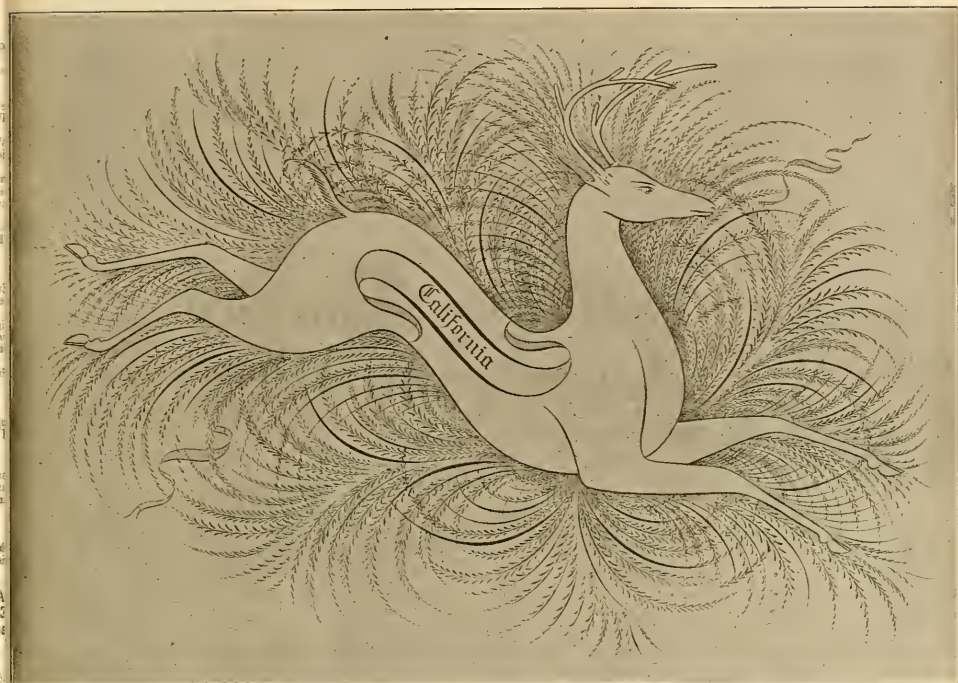
Summary—W. A. Scott, Director of School of Commerce, University of Wisconsin, Madison, Wisconsin.

Four-minute speakers—(To be invited.)

Open discussion.

In view of the selection of Milwaukee as the meeting place, a special invitation is extended to educators in the Canadian Provinces to attend these conferences.

Tickets, \$1.50 per plate, payable at the door; requests for reservation will be received until limit of capacity is reached but not later than Tuesday, January 10, at 6 p. m.; apply directly to Mr. H. O. Wood, Manager, Hotel Wisconsin.

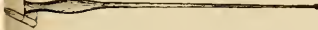


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"The members of the penmanship class very frequently express their appreciation of the BUSINESS EDUCATOR." — J. H. Short, Merrill Bus. Coll., Stamford, Conn.


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November 9, 1921.
"Our students look forward to the delivery of THE BUSINESS EDUCATOR with interest. We are using your magazine in our Penmanship class and the results are very satisfactory." — J. F. Sterner, Healds Business College, Sacramento, Calif.

November 14, 1921.
"Gentlemen: Mental Meanderings by Carl Marshall, which appear in your Business Educator, are alone worth many times the price of subscription." — Willard J. Wheeler, Pres. Wheeler Bus. College, Birmingham, Ala.

Helena, Montana, November 26, 1921.
"I like the magazine very much and use it almost daily in my large class (125)." — J. R. Bennett.

STATE BANK SECTION.

The American Bankers Association

Whereas,

Henry A. Moehlenpah

of Clinton, Wisconsin, having been elected a member of the Federal Reserve Board at Washington, and having resigned from the Executive Committee of the State Bank Section of the American Bankers Association of which he has been a member since the organization of the Section; and

Whereas, During the organization of this Section, and in the early years of its existence vital questions have been considered affecting not only the Section, but the American Bankers Association and the general welfare of the country at large, including war time activities of the banks, the Federal Reserve and Federal and Bank systems and the advancement of the agricultural interests of America, and in the consideration of these and other minor questions the Section has always received the benefit of the experience and judgment of Mr. Moehlenpah; and

Whereas, The advancement of human interests always requires a sacrifice, and the State Bank Section and the Executive Committee having had the privilege of an intimate personal acquaintance with Mr. Moehlenpah since the organization of the Section, and the benefit of his wise counsel and advice in the administration of its affairs, and in recognition of loyal, sincere, and unselfish support of every movement for the elevation of the banking profession and especially the protection of the country Banks of America and in particular the small state banks; therefore be it

RESOLVED, That the State Bank Section of the American Bankers Association in convention assembled accept with regret as a sacrifice on its part, the resignation of Mr. Moehlenpah knowing well that in accepting the higher office Mr. Moehlenpah is making a greater personal sacrifice which is a tribute to his unselfish disposition and characteristic of his connection with, and interest in, the State Bank Section.

Resolved, That the State Bank Section tenders to Mr. Moehlenpah the best wishes of every member for his success in his new and broader field and that a copy of these resolutions, suitably engrossed, be presented to him as an expression of our esteem and appreciation for his services to the Section and the banking fraternity.

Respectfully submitted

H. Butler
W. D. Harford

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The best printing plates are made from pen and ink drawings. Half-tones from wash drawings are soft and delicate in tones, but they also require the most favorable printing conditions, namely, coated book paper, good rollers and an expert printer.

First, make a rough pencil drawing of leaves and berries, giving special attention to balance and masses. The panel at left should be five inches wide and the tinted border enclosing the lettering should be one-half inch wide. The shield must be outlined with the dividers to insure symmetry and balance. The word "Designs" must be carefully drawn in pencil before making.

Color values must follow outlines. Indicate the veins in the leaves and all the darkest tones, also the line treatment for producing the various tone values. You will save time by carrying your pencil drawing along to that degree of perfection to enable you to proceed with the pen and ink work with a thorough knowledge of the requirements of correct drawing and tone values. Use Zanerian ink, the best for all kinds of pen work and engrossing. Pens of different degrees of fineness in treating the tone values. Study the pen technique critically and remember that all lines must have the proper thickness or fineness, spacing and direction to produce the various values. Don't hurry. As you proceed with pen and ink work study the effect constantly. Aim for harmony of line and color. Strive to acquire a style of pen technique which gives a soft, finished and altogether pleasing effect, a style well suited for general commercial purposes.

Don't try to imitate the careless appearing, yet artistic style, of our leading cartoonists, but instead develop your own characteristics guided by the experience and inspiration of others.

Finally, we will assure you, that we are at your service in the way of criticisms and suggestions.

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BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

You, by Irving R. Allen, for sale by the Golden Rule Magazine, Chicago, Illinois.

This book is about the most interesting thing in the world to each one of us—YOU. It gives what the author calls "The great law of success," a law so simple that any one can understand it and so plain that any one can follow it, and yet so important that if we miss it we will be failures in any line of business we may undertake. The reading of this book cannot but help any man or woman who wants to make the most of his opportunities.

Games and Play for School Morale, published by Community Service, 1 Madison Avenue, New York City.

This is a small paper-bound booklet of 48 pages containing a variety of games, classified for all grades from the first to adults. The games are simple and nearly every one can be played without apparatus. The booklet will be of interest and value to any one who has occasion to provide entertainment for either children or adults.

Better Advertising, by John M. Manly, Head of Department of English, University of Chicago, and John A. Powell, Holtzer-Cabot Electric Company. Published by Frederick J. Drake & Co., Chicago. Bound in limp leatherette. 157 pages.

This book is intended for any one who has anything to do with advertising. It covers in an interesting way (with illustrations) the Elements of Advertising; Good Will; Publicity or "Institutional" Advertising; Kinds of Copy; Separate Elements of the Advertisement; Commercial Literature for Advertising Purposes; Circulars; Booklets; "Stuffers" and Folders.

Tests in Gregg Shorthand, arranged by Elmer Hoke, A. M. Published by Gregg Publishing Company, New York.

This series of tests aims to measure ability in reading and writing shorthand as accurately as ability in arithmetic, spelling, English and other subjects is measured by other tests which have been published.

Three separate kinds of tests are provided: Test A to measure reading ability, Test B to measure speed in writing, Test C to measure knowledge of shorthand principles.

These tests should be valuable to teachers and students because they show exactly what students are able to do.

Better Business Letters, by John M. Manly, Head of Department of English, University of Chicago, and John A. Powell, Holtzer-Cabot Electric Company. Published by Frederick J. Drake & Co., Chicago. Bound in limp leatherette. 167 pages.

This is a practical instruction and reference book for every one who desires to write successful sales letters, follow-up letters, complaint and collection letters—all kinds of business letters—with numerous illustrative letters.

Who's Who in the Nation's Capital, pushed by the Consolidated Publishing Company, Washington, D. C. Cloth cover. 617 pages.

This book contains biographies of 440 Washington residents, legislators, government officials, diplomats, scientists, capitalists, society leaders and business men. It contains complete life sketches of every member of the present Congress, every recently appointed Federal Government Official. It is stated that all the details are correct up to the latter part of August, 1921.

Better Business English, by John M. Manly, Head of Department of English, University of Chicago, and John A. Powell, Holtzer-Cabot Electric Company. Published by Frederick J. Drake & Co., Chicago. Bound in limp leatherette. 217 pages.

A practical instruction and reference book for every one in the business office and commercial school. It covers the following subjects with numerous illustrations: The Business of Writing; What is Good English? Spelling and the Hyphen; Capitals; Punctuation; Words and Their Uses; First Aid in Grammar; Sentence Structure and Paragraphing; Technical Makeup of Letters.

Geography, Physical — Economical—Regional, by James F. Chamberlain, former Chairman of the Department of Geography, University of California, Southern Branch, Los Angeles, California. Published by J. B. Lippincott Company, Chicago, Illinois. Cloth cover. 509 pages.

In this volume physical geography is presented as a necessary foundation. The work is fully humanized and many points which are presented in the ordinary course of physical geography are here omitted. The student is led to study geographical forms and processes not as things and conditions apart from human affairs, but rather in their relations to the life of men.

Economic geography is presented because of its very practical value to men and women in every walk of life. A comprehensive view of industrial and commercial conditions as applied to the world is given.

A somewhat intensive study of the geography of the United States is of the utmost importance. How superficial is the knowledge of our country possessed by the average person is

well known. As to the natural regions into which the United States should be divided there is some difference of opinion. The regions here used are as helpful as any in bringing about the desired result.

The Selling Process, by Norvel A. Hawkins, Majestic Bldg., Detroit, Mich., author and publisher. Cloth cover, 314 pages.

Whether or not one is a salesman by profession he needs to use good salesmanship continually in order to make a success of life. From the common laborer to the executive all of us have to sell our services and capabilities. No one can sell anything effectively unless he knows how. This book was, therefore, written with the view of showing persons how to sell.

Some of the more important chapter headings are as follows: The Sales; The Man; The Ship (or Art); Preparation; Prospecting; Approach and Audience; Sizing up the Buyer; Gaining Attention and Awakening Interest; Persuading and Creating Desire; Handling Objections; Securing Decision and Obtaining Signatures; The Getting Away and Lead to Future Orders.

A Text Book of Shorthand, by George Walpole. Published by Veale, Chifferiel & Co., Ltd., 35 Cursitor Street, London, England.

Through the courtesy of the author the editor received a copy of this text book. Only 250 copies were printed, of which the copy in our hands is No. 49.

Mr. Walpole is official shorthand writer of the Central Criminal Court, London, and has had much experience in reporting Houses of Parliament, Military Courts of Inquiry, and every description of work that falls to a busy London firm of shorthand writers.

This system was invented after the author had for twenty years written "the beautiful system of Isaac Pitman." Then he invented the present system and has used it for about twenty years in every kind of reporting.

Following the terms often used in this country this system of shorthand might be described as a geometric, connective vowel, non-position, shaded system. An interesting feature of this text is the reproduction of the author's reporting notes showing how the shorthand looks when written under reporting conditions. The author states that he believes this to be the first time that a shorthand system on its first appearance has included facsimile reproduction of notes taken in the system.

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THE BOSTON HERALD, OCTOBER 29, 1921

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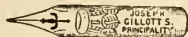
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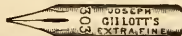
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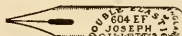
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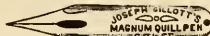
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“Tick-Tock” goes the clock, but each minute has in it something that other minutes do not have.

“Tick-Tock” goes the clock, but our smiles of greeting are more spontaneous, our handclasps more cordial.

“Tick-Tock” goes the clock, but each heart beat it measures throbs with a greater tenderness for all mankind.

We all feel this spirit of the season. We cannot escape it. We would not escape it. It is the supreme expression of universal love. It comes from we know not where. When it goes it leaves the world better. When it returns in another year it returns with a new baptism of benediction for the happiness and prosperity of all who come under its influence. Blessed be the spirit of the Yuletide!

This is our Salutation and Greeting to all, and we wish all a Merry Christmas and a Happy New Year!

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VOL. XXVII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 6

February, 1922

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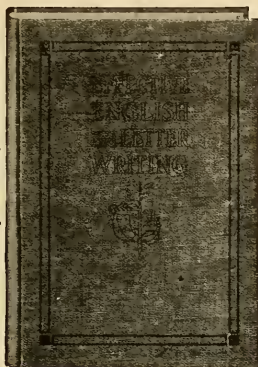


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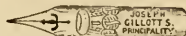
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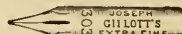
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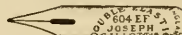
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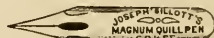
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Who is the World's Champion Shorthand Writer?



PUBLISHER of one of the old-time systems of shorthand is throwing 57 varieties of conniption fits because Mr. Schneider did not break every record at every speed ever made by any writer in any contest for the championship, when he won the world's championship at Niagara Falls last summer. As though that made any difference!

He is advertising — boldly and shamelessly, we think—that a writer of the system of shorthand published by them, who won the championship in 1913, is "still the world's champion."

The championship contest is decided on the merits of the work in a given contest. It is the same in a shorthand contest as in any other competition of skill — as in golf, tennis, and other sports. That is so elementary that it hardly seems necessary to state it. Champions cannot retain their titles unless they successfully defend them; they are not barred from participation in future contests, and if they do not compete, they lose by default.

Why have not some of his American friends informed the publisher of the fact that in this country the decision of the judges of a contest is always accepted in true sportsmanlike spirit?

For the enlightenment of this publisher, and others, we shall state a few facts in connection with the last contest. But we are not going to mention any names, for we might be placed in the position of the chap in the poker game (in which sat a man who unfortunately had lost an eye) who suddenly sprang to his feet and exclaimed, "Somebody in this game is cheating and if he does it again, I am going to knock his other eye out."

The last championship contest was held at Niagara Falls, Ontario, August 25, after it had been announced time after time in the official organ of the association, in *Pitman's Journal*, and other professional papers. Ten of the best writers in the country—including three former champions—qualified on one or more of the three championship "takes," but only two qualified on all

three dictations. Mr. Albert Schneider, a boy of twenty, was declared the winner by the chairman of the Speed Contest Committee of the association, and the championship trophy was awarded to him to hold until the next contest. He made but 78 errors in the three dictations; his nearest competitor, 101. On two other "takes"—215 and 175 words a minute straight literary matter — he established new world's records, tying in the 175 with Mr. Willard Bottoms, official court stenographer of New York City. He transcribed five of the highest speed dictations in the time allotted for three. In one of these—the 215 words a minute straight literary matter dictation—he made a net speed of 211.2 words a minute, the highest net speed on this type of matter ever achieved by any writer in any contest.

How does his record compare with the best previous record? Here it is:

Year	Per cent of accuracy
1913	98.29
1921	97.94

It will be seen that the difference is exactly thirty-five one-hundredths of one per cent! Isn't it marvelous how so weighty a question could hang on so slender a strand! If experience counts for anything, then the difference would be more than wiped off, for the 1913 champion had had nine years' experience to Mr. Schneider's five.

It would be fairer to compare the accuracy of these two writers in their first winning contest. For example, the 1913 champion won the championship contest three times. In his first contest he made 118 errors against Mr. Schneider's 78 in the 1921, an accuracy percentage in favor of Mr. Schneider of 1.14 per cent. His average for the three contests is 97.44. Mr. Schneider's 97.94 for his first is a shade better—one-half of one per cent. Moreover, the average syllable intensity of the matter in the three contests of the 1913 champion is 1.38; that of the 1921 contest, 1.46. In other words, the 1921 contest on the whole was 3.8 per cent

harder than the average on the three, and 3.5 per cent harder than the first contest of the 1913 champion.

The average accuracy of all the winners in the championship contests, not including 1921, is 96.8; Mr. Schneider's accuracy in the 1921 contest was 97.94—or 1.14 higher.

But here is an interesting sidelight on the whole situation: The championship of 1919 was won by a writer who does not write the system of the publisher mentioned. He was classified as a writer of this system, however, by the use of the convenient termination "ic." No great howl went up about somebody else being "still the world's champion"—then. It was only when Mr. Schneider, a writer of an entirely different system (and one that could not be so conveniently classified with the antiquities) won the championship that the discovery was made that a champion, to win the contest, must beat all previous records in all tests — unless he happens to write a particular system!

Fortunately, a large percentage of shorthand writers and school men have a fine sense of humor, and the sober announcement about the "still champion" has aroused a stream of humorous comment. "Murder will out" is an old saying. It was never better illustrated than in the phrase "still champion"—the psychology of it is irresistible. It is a tacit acknowledgement of defeat. It denotes a state of mind, a defensive position, a feeble attempt at justification, that would be tragic if it were not so funny.—Rupert P. SoRelle.

Send for a Complete Story of the 1921 Contest.

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Pitman Shorthand Holds the World's Record

A Study in



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A complete course intended for the untrained shorthand student who is ambitious to secure a good position without previous experience, and adapted for use as a textbook in business schools and high school commercial departments. The Course is thoroughly up to date, and follows the actual practice of the best houses in America. Many genuine forms and illustrations are included.

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"We are in receipt of your very valuable book *How to Become an Office Stenographer*. We think it is an excellent work for the young man or woman who is desirous of making a success in the business world. Indeed we feel that it will

supplement the theory acquired in school by furnishing the student with models of the documents he will use later in the office. Chapter VIII in particular has our special recommendation, giving as it does the latest and most authoritative rules for typing the business letter, etc."—Edwin E. Soule, Soule Commercial College, New Orleans, La.

"In reference to your new book *How to Become an Office Stenographer*, by W. L. Mason, I wish to say that I think so much of it that just as soon as we can arrange you will receive our order for a large number of copies to use in this school. It is by far the best thing I have ever seen for this purpose; in fact, it is just the kind of work we have been looking and waiting for."—C. C. Heimbach, President, Camden Commercial College, Camden, N. J.

CLOTH, 192 Pages, \$1.50. Supplementary Exercises, 75c.

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THE Business Educator

COLUMBUS, O.

LUPPER

VOLUME XXVII

COLUMBUS, OHIO, FEBRUARY, 1922

NUMBER VI

SHORTHAND SPEED

Every teacher of Shorthand, and every prospective teacher, as well as many ambitious students of shorthand, will want to read what Miss Helen W. Evans and John R. Gregg have to say about Shorthand Speed in the next (March) issue—Professional Edition. If your subscription expires with this issue, RENEW. If you take the Students' Edition, send 15c for the March number of the Professional Edition.

The Editor was mistaken in ascribing the flourished stag given in the January issue to W. E. Dennis. H. S. Blanchard, of Los Angeles, should have been credited with this fine flourish.

The many friends of Mr. A. M. Hinds, the capable and genial supervisor of handwriting in the Public Schools of Louisville, Ky., will be pleased to learn of his marriage to Miss Anna Stephan, of Louisville, Ky., on January 15, 1922.

We extend our best wishes to Mr. and Mrs. Hinds for a long and happy married life.

S. B. Hill, President of Hamilton, O., Business College, sends us an attractive catalogue. Nearly every page is illustrated with a drawing appropriate to the subject matter of the page. There is also a page of ornamental writing and a bird flourish, all from the pen of Mr. Hill.

A PUZZLE

Dec. 16, 1921.

I wish, at this time, to say a word of appreciation for the excellent numbers of the "Business Educator" that we have had this fall. I have always felt that I could not keep house without the "Business Educator," but it seems to be more and more of a necessity as time goes on. I find so many well worth-while articles in it that it is a puzzle to me how any Commercial Teacher can get along without it.

JOHN ALFRED WHITE,
818 Monroe St., Gary, Ind.

THE WORTH OF ADVERTISING

Is it worth while to advertise a business college when four out of five of its students report that they came as the result of a good word spoken by former students?

This question was raised in one of the discussions of the Private Schools Section at St. Louis.

At first thought it might seem that under such circumstances advertising could safely be dispensed with, but a few figures will show that it is quite as profitable to such a school as to a school which received most of its students as a result of its advertising.

Even though a school might receive four-fifths of its students as a result of the good work it has already done, if it receives each year only 80% as many students as it had the year before in eighteen years it will have only about 1% as many students as it had to start with, and long before this time its enrollment would be so small as to leave no profit for the manager or proprietor.

On the other hand, if its advertising brings in this year a hundred students, according to the figures with which we started, these hundred will bring eighty more next year and sixty-four the year following and so on for eighteen years, during which time the advertisement will have influenced no fewer than 475 students.

Therefore, if it is true that 80% of your students come without advertising it means that you can afford to advertise even though the cost of securing each student seems high. You are really making an investment which will be bringing you returns for years.

Bruce F. Jeffrey, of Worcester, Mass., has recently been elected to head the commercial work in the Fitchburg, Mass., High School. Mr. Frelick, formerly head of the commercial work at Fitchburg, has accepted a similar position with the Brockton High School.

DEATH OF M. B. MOORE

The newspaper dispatches of January 14, 1922, carried the news of the death of Mr. M. B. Moore, Falmouth, Kentucky, caused by his own hand. He was 55 years old and lived on a farm. When his three little daughters returned from school they found their father's body, and near by a discharged shotgun.

All persons interested in penmanship will regret to learn of Mr. Moore's unfortunate ending. He excelled in flourishing, and specimens of his fine work adorn the pages of scrap books from one end of the country to the other.

What caused him to take his own life we have not learned.

The Washington Daily News, and doubtless other papers throughout the country, recently stated that the marriage license of Princess Mary and Viscount Lascelles is being engrossed by William Bull, attached to the Faculty Office of the Archbishop of Canterbury. He has been engrossing licenses for nobility and royalty all his life. Engrossers in America will be interested to learn that the license for Princess Mary will cost \$2500.

W. E. Benscoter, a former Zanerian, has recently accepted a very fine position with the National Teachers' Agency, Southern Building, Washington, D. C. Mr. Benscoter began as a commercial teacher and later became a School Superintendent. His experience as a teacher, and as an employer of teachers, should be of much value to him in his new work. We all wish him continued success.

L. C. Steele, of Morse College, Hartford, Connecticut, begins the year with a club of twenty-four. Mr. Steele writes a hand with many professional qualities and is maintaining the excellent reputation of Morse College for good penmanship.

SUBSCRIPTION RATES

Students' Edition \$1.00 a year
Professional Edition \$1.50 a year
(To Canada, 10c more; foreign, 20c more, to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

The BUSINESS EDUCATOR

ARTHUR G. SKEELLES - - - - - Editor
HORACE G. HEALEY - - - - - Contributing Editor
E. W. BLOSER - - - - - Business Manager

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HELPFUL WRITING LESSONS

By RENE GUILLARD

5247 Jefferson Street, Philadelphia, Pa.

Penman, Banks Business College

YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS FOR FEBRUARY

This month I am giving you a very business-like style. It is probably the speediest style there is, and although some of the letters may appear freakish, they are very practical. It is a style I use in most of my correspondence. Speaking of dash, we have it in this month's work.

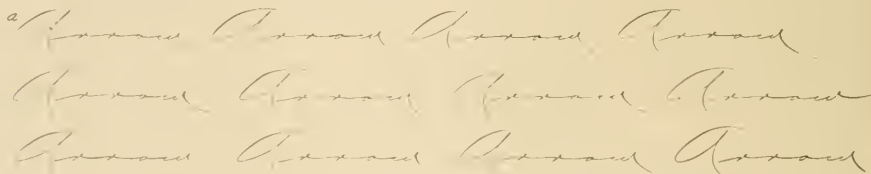


Plate A. The finish of the w in the word Arrow is made down with vim.

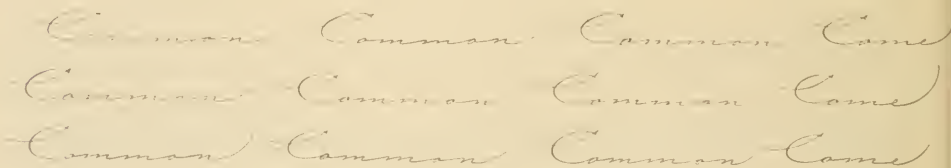


Plate C. The C in this lesson will no doubt become a favorite with you when you learn to make it.

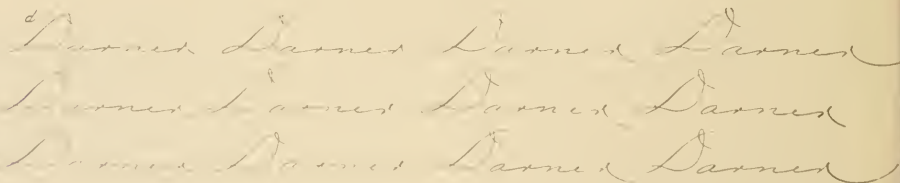


Plate D. Get a lot of snap in the D in the word Darned. Notice the ending of the r. It finishes downward.

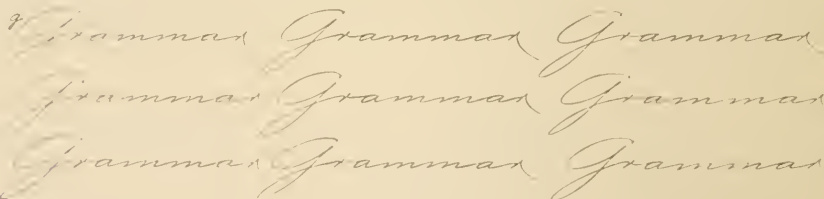


Plate G. The capital G given in this lesson is very similar in form to the small letter g.

Harvard Harvard Harvard Harvard
Harvard Harvard Harvard Harvard
Harvard Harvard Harvard Harvard

Plate H. The first part of the H in this lesson is a curve. The last stroke begins with a small dot or oval and is made downward.

Joiner Joiner Joiner Joiner Joiner
Joiner Joiner Joiner Joiner Joiner
Joiner Joiner Joiner Joiner Joiner

Plate J. The J in this lesson is somewhat of a freak character but it can be made with a lot of speed. I use it much.

Kansas Kansas Kansas Kansas
Kansas Kansas Kansas Kansas
Kansas Kansas Kansas Kansas

Plate K. The K begins like the H we have just had. Notice the ending of the small s.

Lorimer Lorimer Lorimer Lorimer
Lorimer Lorimer Lorimer Lorimer
Lorimer Lorimer Lorimer Lorimer

Plate L. The L in this plate begins in the same manner as the C we have just had. I like this letter very much.

Martin Martin Martin Martin Martin
Martin Martin Martin Martin Martin
Martin Martin Martin Martin Martin

Plate M. The only new thing we have in this plate is the small letter t. It is not retraced nor crossed like the small t we have had, but is similar to the ending t we have had in previous lessons.

Norris Norris Norris Norris Norris
Norris Norris Norris Norris Norris
Norris Norris Norris Norris Norris

Plate N. The ending of the s in the word Norris comes slightly below the line.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z & Co.

A graceful set of business capitals by S. M. Blue.



Favorite Lessons of Famous Teachers

No. 4

By C. N. Harer, American Business College, Minneapolis, Minn.



1 *O O O O O O O O* 2 *E*
 3 *K K K K K K*
 4 *Kine Kine Kine Kine*

Students derive a great deal of good from drill exercises to develop letters, especially from exercises that may be applied to a number of letters.

Exercise 1, with slight modification, develops the beginning stroke of H I J K M N Q U W X Y Z, therefore considerable time may be given to the practice of the exercise.

The student should pause slightly at the base of the retraced exercise, in order to make the down stroke comparatively straight.

In making the stem stroke the student's attention should be called to the space between the small oval and the down stroke.

"Notice arrow in first stem stroke." Stem stroke should end with pen resting on paper.

The second exercise develops the correct curve to the second part of the K. It also develops ease and freedom. This drill may also be used for the letter L. In making the letter K, before starting the second stroke, the student should be urged to place his hand somewhat to the right of the stem stroke, thereby making the curve of the second part more natural and easy.

It may be well to count part of the time in order to secure speed from the slow writer, but it should not be necessary to continue the count during the entire period.



NEWS NOTES

James L. Fitzgerald, of Albany, is a new commercial teacher in the Leominster, Mass., High School.

Helen F. Haynes and Sebina E. McGrath are new commercial teachers in the High School at Havana, Ill.

Charles E. Russell, last year with Colby Academy, New London, N. H., is now teaching in the Peekskill, N. Y., Military Academy.

Miss Frances Springer, a graduate of the 1921 Normal Class of the Bay Path Institute, Springfield, Mass., is now teaching commercial work in the Westport, Conn., High School.

J. W. Westervelt, of the Westervelt School, London, Ontario, Canada, sent us a club of more than one hundred subscriptions. This school is one of many in Canada that are giving unusual attention to penmanship and securing excellent results.

V. V. Dunn, instructor in the Y. M. C. A. Night School, Omaha, Nebraska, writes a beautiful style and inspires his students with much of his own enthusiasm for fine penmanship. A recent club bears testimony of his appreciation of the BUSINESS EDUCATOR.

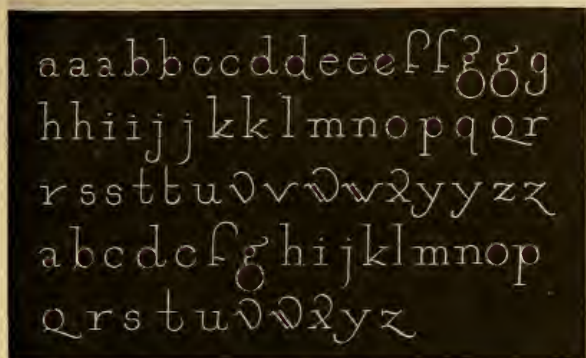
E. C. Ringold, of Draughon's Business College, Atlanta, Georgia, sent us a nice club of subscriptions. Mr. Ringold is doing much to uphold the reputation of the Draughon's chain for good penmanship. Some cards recently received were written in a very attractive ornamental style.

D. W. Hoff, of the Meadville, Pa., Commercial College, has been famous as a penmanship teacher for many years. He also has unusual skill in commercial script for advertising purposes. Plain business writing is not neglected in his school, and a good list of subscriptions was received a few days ago.

Brother Rodolphe, Masson Academy, Danville, P. Q., recently sent a club of nineteen subscribers to the BUSINESS EDUCATOR. Penmanship receives much attention in the schools of Quebec, and Brother Rodolphe is one of several teachers who write well themselves and encourage their pupils to bring their writing up to the Certificate standard.

E. E. Winters, formerly of Detroit, Michigan, is now teacher of penmanship and Principal of the Commercial Department in the Grand Rapids, Michigan, Business Institute, M. E. Davenport, Manager. Mr. Winters writes of the September number of the BUSINESS EDUCATOR — "If I am too late mail me an extra, and I'll remit for it—I need it."

A. N. Symmes, of the Paris, Texas, Commercial College, mentions in a recent letter that before students in that school can receive a diploma they must secure the Zaner Method Certificate. As a result the students are bringing their writing up to a high degree of excellence. This plan is now followed in a number of schools and is securing uniformly good results.



LETTERING FOR THE MOVIES

The above lettering was executed by Mr. Olmstead who is with DeMille, one of the largest Art Title producers in the West. Mr. Olmstead is a former student of E. S. Lawyer, of the Coast College of Lettering, Los Angeles, to whom we are obligated for the above photographs. Mr. Lawyer attended the Zanerian College some years ago. Young persons who are ambitious to become fine in commercial lettering will no doubt find lettering for the movies a very profitable field.

This is a good illustration of the widespread uses of Lettering—and also of the wide influence of the moving picture on the arts.



A. J. Gmziner, Parks Business College, Denver, Colo., sends us this "captured alphabet." This will be good practice for students. Other variations will suggest themselves.

"Every art must be preceded by a certain mechanical expertness." Goethe.

Luffer, Guillard and Grisct are indeed setting a high standard in business writing in the B. E. every month

By A. M. Wonnell, Assistant Supervisor of Penmanship, Public Schools, Cincinnati, Ohio.



J. H. Vargas

L. Jones

H. C. Woodburn

W. E. Gunn

C. Grand

Rene Guillard, Philadelphia, writes a graceful ornamental style as well as a good business hand.

join join join join join join
join join join join join join

bag bag bag bag bag bag bag bag
bag bag bag bag bag bag bag bag
bag bag bag bag bag bag bag bag

you you you you you you
you you you you you you

Written by Elizabeth Hanawalt, age 14 years, Evanston Township High School, Evanston, Ill., under the instruction of G. D. Grisct.

These slogans all play a part in
the scheme of Accident Prevention Work.

A moment of carelessness may mean a lifetime of regret.
Better be careful a thousand times than crippled once.
Carelessness is the short cut to the grave.
Do not ruin your life by careless habits.
Every man is his brother's keeper.
First aid to the uninjured is Safety First.
Good air prevents most occupational diseases.
He is free from danger who, even when safe, is on his guard.
It is well to observe Safety First even when picking mushrooms!
Just remember that any fool can take a chance.
Keep your head and keep your sound limbs.
Life is sweet, but an accident may deprive you of it.
Most accidents happen through want of a little care.
Never put off for tomorrow what you can do for Safety to-day.
One good leg is worth a whole wood pile of crutches.
Practice Safety First yourself - others will follow you.
Quit taking chances - you'll live longer.
Remember that chance travels on crutches.
Success is a habit; so is Safety.
The best Safety device known is a careful man.
Under the Safety flag all men are allies.
Vain chance takers and fools get hurt.
When you say "accident" perhaps you mean "crime!"
Exercise care - tomorrow may be too late.
You must be sound in mind and body to reap success in full.
Zealously guard your physical wellbeing.

Script by Ernest
11/9/21



Teacher's Professional Edition

(Supplement)

Pages 17 to 28, Inclusive

NATIONAL COMMERCIAL TEACHERS' FEDERATION

Officers, 1922

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Secretary—Mrs. May B. DeWitt, Brown's Business College, St. Louis, Mo.

The 1922 Convention will be held in Chicago

Editorial Comments on the St. Louis Meeting, Dec. 27-30, 1921

Just look at that list of officers of the Federation and of the various Sections and Department for next year, and you will see that the cause of commercial education in this country is due for a still further advance.

But the officers for this present year set a mark for efficient work and an

interesting program which cannot easily be surpassed. President Grant, of the Federation, and his fellow officers, Irving R. Garbutt, D. W. McMillan, C. A. Faust and John Alfred White, arranged a helpful and inspiring program and worked out the details so that the affairs of the Federation moved smoothly and pleasantly along all through the week. The officers of the Private Commercial Schools' Department, under the leadership of Arthur F. Tull, were on hand throughout the meeting to guide the meetings of that section. Some of the officers of other sections were unavoidably kept away from the meeting, but the programs had been arranged and were carried out as planned.

St. Louis proved itself a fine convention city, with ample hotel accommodations, and many splendid citizens willing to give of their time to make the convention a success. Much credit is due the local committee of arrangements, consisting of Harlan Eugene Read, chairman; G. A. Hanke, L. Gilbert Dake, H. B. Lehman, for the many pleasant features of the convention. These gentlemen gave liberally of their time before and during the convention, and gave us not only a pleasant stay in the city but many interesting features not scheduled on the program. On Tuesday a group of teachers were taken to visit the Simmons Hardware Company and at the same time another group visited the First National Bank of St. Louis and the St. Louis Chamber of Commerce. The local committee not only provided guides but arranged for the officers of the institutions to explain the works to the visiting teachers.

The Outlook for Commercial Education

The real test of any convention is its result during the next few months or years on the lives of the persons attending it, or reading about it. A convention should not be merely an experience meeting at which are recounted the trials and triumphs of the past, but a conference at which plans are made for the future. It is not merely a parade of veterans to show what they can do, but a drill ground where new tactics are learned. The St. Louis meeting seems to meet this requirement quite well. Not much time was taken in telling what a great person any speaker was or what a marvelous school he had; but several excellent teachers, and some men who have had marked success, outlined the plans and methods they are using. The program seemed unusually well thought out and well balanced; the talks or discussions in each section being planned especially for persons who naturally attend that section.

Perhaps the high water mark of the

meeting was the address given on Thursday evening by Ex-Governor Woodbridge N. Ferris, Big Rapids, Mich. Gov. Ferris has small sympathy with the educator in public or private school who thinks more of getting or giving degrees than he does of mental power. His talk was well calculated to make his hearers think.

Among the private school men there seems to be a general disposition to regard the present business depression as something inevitable and something over which they have no control. The result is an attitude of waiting until business conditions improve, meanwhile accepting smaller enrollments and lower profits as inevitable.

A number of exceptions in this attitude were to be found, however, and a few schools report a larger attendance and better business this year than they had last year or ever before. The fact seems to be that business colleges right now are finding it necessary to adjust themselves to new conditions. This period of adjustment will doubtless work a hardship to some schools, but those schools which meet the new conditions will be unusually prosperous.

Is it not time that business college men should abandon the attitude that they are the creatures of business, the followers and explainers of business customs and practices, and should take their rightful place as leaders in business and originators of business practice?

C. L. Michael, of the Phoenix Union High School, is doing much to advance good penmanship in Arizona. During the past summer Mr. Michael conducted enthusiastic Zaner Method Writing Classes in the Northern Arizona Normal School at Flagstaff, and now he reports that they have five big penmanship classes in the high School. Success to Mr. Michael in the good work he is doing.

H. G. Griffin, last year head of the commercial work of the State Teachers' College, Maryville, Missouri, has accepted a position as head of the Commercial Department of the Pittsburgh, Pa., schools.

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W. C. Wallace.	
J. F. Sherwood.	
Paul A. Carlson.	



MENTAL MEANDERINGS

By CARL MARSHALL
Alhambra, California

Flight From the Mountains

When jolly old G. W. Brown was in a humorous mood, which was most of the time, he used to quote with mock solemnity, a passage of apocryphal scripture, which, as I recall it, ran something like this: "And they shall flee from the Mountains of Hepsedam where the lion roareth, behemoth snorteth, and the whangdoodle mourneth for her firstborn." This solemn nonsense of G. W.'s came queerly to mind the other day when I turned my back upon the rugged escarpments of the Siskiyou and laid my course toward the placid land of palms and oranges seven hundred miles to southward. One may infer that those "Mountains of Hepsedam," aside from their feral population of lions and whangdoodles, were a fairly good place to flee from, which is more or less the case with my Siskiyou in the winter season. For it is in this season that the counter trades come pouring in from the humid Pacific to drop their six or eight feet of rainfall upon the drenched slopes of the Northwest Coast. On the higher ridges, back from the ocean shore, the rainy deluge becomes a tremendous overcap of snow sufficient to make parlous times for all roving creatures, whether they be mourning whangdoodles or mere meandering schoolmasters.

So it was that I was rather daring Fate to defer my get-away from this snow-marooned winter land till mid-December. Twenty feet of snow on Wild Grass Ridge might have made my Pasadena Christmas turkey seem very far away indeed, and set the plaint of certain expectant grandkiddies to harrowing the air with sadly pathetic measures. However, this was all happily escaped. A fairer, sweeter day was never born of dawn than the one ushered in on that December morning when I turned my back upon the Klamath. So mild was the weather mood that overcoats were an absurdity and gloves an affectation. Our *modus propulsus* was a mountain stage, strong as a dray and built in South Bend, Indiana, with the perfection of the One Hoss Shay. The power was provided by four sleek, super stage-horses weighing at least twelve hundred each and trained to their job. Our whip was a Jehu of parts, who in the matter of technic and picturesqueness of speech and aspect need not take a back seat for any Hank Monk that ever lived. Cracked Jehu's whip like a rifle, and away we went clattering down the grade and rumbling out upon the big new sus-

pension bridge at Martin's Ferry, which spans the Klamath 175 feet above the seething waters. Then came the upward plunge into the silent depths of the vast fir forest that cloaks the steep mountain slopes south of the river. The roads were heavy from recent rains and the way was so steep that even our noble Percheron geldings must needs pause for breath every few hundred feet. With each loop of our upward progress, the winding gorge of the old Klamath dropped further below us, while more and more, through the widening vistas of the fir tops, rose to the northward the sun-glinted peaks of the Siskiyou. Three hours of this nine-mile climb out of the nether world, brought us out upon the scrubby chaparrals of Wild Grass Ridge, four thousand feet above the old Pacific, now visible in a narrow blue ribbon far to westward. Twenty miles to the east, ran the long line of the Salmon and Trinity Mountains, already peaked and flecked with the early snows. For a dozen miles more our way followed this lofty ridge, now plunging into scraps of dense forest, and anon coming out upon the brink of air-feathered abysses shudderingly far below, with little white ravellings of streams down in their lower angles. It would be a great country for aeroplaning, though, in the sage language of Darius Green, there might not be "such a thundering sight of fun in it when you come to light."

And so for hours and hours we careened along this very roof of the far flung, sun-lit world, till at last with the suddenness of magic, we broke away from gorge and forest and castled rock, and came out upon a fair smooth velvet area of rounded hills covered with thousands of sheep—one of the greatest ranges in all the Northwest. Three miles of a winding descent through these short clipped hills brought us to a spic-and-span combination of ranch-house and hostelry called "Tomlinson's," where we were to halt for the night. We are now at the lower edge of the Bald Hills, as this high-perched sheep range is called, and at the upper fringe of the vast redwood forests through which, on the morrow, we are to make our seventeen-mile descent to the sea.

Just at sunrise, and under clearest skies, we scrambled to our places in a fresh stage, and were soon plunged in the twilight gloom of what is the most ancient and impressive primeval forest to be found on all this earth. No brush of artist or puny pen of any writing man can put to canvas or paper what the dullest soul is made to feel in the inner depths of these tremendous woods. Can you imagine a mere tree which could completely embosom the Bunker Hill Monument

and still project above it another hundred feet of pyramided greenery? In this forest there are thousands of such trees. They were already giants when London was a squalid village and when Alcuin taught in the halls of Charlemagne. I have journeyed a bit in Maine and in the lakeshore states and in the Appalachians. Here and there I have seen vestiges of the old time Colonial forests, but in the presence of these towering redwoods, the most venerable of the eastern woods seem but brushwood. But the impressiveness of the redwoods is not in the mere size of their boles or the upward reach of their lacy spires. They stand so near together that beyond a few hundred feet, all the world is shut out. There is only a solid background of their brindled trunks, a tangle of tufted sword fern at its base, and the proscenium arch a mass of subdued greenery, with here and there the merest fleck of intervening sky. There is no landscape, and the very earth itself, is as far from thought as it is in a cathedral. Far above us, the sun was shining gloriously from a cloudless sky, but we knew this only when an occasional fugitive beam worked its way down through the overhanging canopy and made a spotlight feature of some graceful fern clump. Through the whole of our six-hour ride down through these sylvan isles, it was uninterrupted twilight.

At last we emerged suddenly into mid-day sunlight, with the rumbling billows of the old Pacific tossing up their spume but a rifle shot away. Here we gave a wearied goodbye to the lumbering horse vehicle and, in a luxurious high-powered auto stage, were soon swinging along the fine new highway that our beneficent Uncle Sam has carved upon the cliffs that tower above the rocky breaker-line of the Northwest Coast. This wonderful last leg of our journey deserves a description all to itself, but it will have to wait. At five o'clock we bowled into Eureka, the thriving lumber metropolis on Humboldt Bay, and the northern terminus of the Northwest ern Pacific, and the dreamy old Klamath country ninety miles away.

Lincoln and Washington The supreme power for good in this world is human example. Not the protests and prayers and precepts and preachings of all the house-top shouters in the world will have as much effect in keeping men and women good, as one supremely fine and beautiful life lived out in the full sight of mankind. The virtue of the world is not kept alight by the flambeaux of its moralists and theologians but by the radiant souls of its saints and heroes. That is the great truth wrapped up in the homely old maxim: "Example is better than precept."

The Power that exercises the prerogative of choosing the world's saintly appears to have not yet found any man or woman of America that it deems worthy of the halo. But this young land has produced at least three

(Continued on page 19)



Department of

PUBLIC SCHOOL WRITING

MARSHALL

(Continued from page 18)

OUTLINES AND SUGGESTIONS FOR TEACHERS AND SUPERVISORS

By H. A. Roush, Wilmington, Del.,
High School

This series will continue through the year, and will cover the work in all grades. Mr. Roush is a skillful penman and an experienced teacher of penmanship. His suggestions for teaching penmanship will, we are sure, be of interest to supervisors and teachers everywhere.

A DEVICE

For Measuring Handwriting in the
Grammar Grades and High
School

It is assumed that the pupils have been taught arm or muscular movement writing in the preceding grades. To correctly rate writing, equal credit should be given to each essential, thereby rating the Process of Execution as well as the Finished Product. Below is an outline of the essentials to be considered and their relative weight:

Essentials for Rating Writing

Relative Weight

1. Position	1
2. Movement	1
3. Speed or Rhythm	1
4. Form and Arrangement	1

Total Weight

Position should be rated by the teacher while the pupils are writing. The correct position as explained later is the standard for all the grades. The teacher must exercise her judgment as to how nearly the pupil approaches this standard, and determine the rating accordingly. It is best to secure this mark without previous announcement to the class that it is to be taken.

Movement should be rated by the teacher while the pupils are writing. A slightly higher standard of movement should be required in each succeeding grade. Good judgment and a knowledge of muscular movement are absolutely necessary in order to rate it. If the teacher does not know muscular movement, how can she hope to teach it? Better still, she should be skilled in its use.

Speed or Rhythm should be rated by the teacher by timing the pupils while they are writing. A watch can be used for this purpose. All pupils should begin writing when the signal is given to start and should continue writing until the signal is given to stop. This essential can be easily and definitely rated. A comparison of the speed scales will show the slightly higher standard required in each succeeding grade.

Position, Movement, and Speed or Rhythm Comprehend the Process of Execution.

Form and Arrangement should be rated by the teacher from the appearance of the pupils' papers. The same papers are to be rated in Form and Arrangement which have previously been rated in Movement and Speed or Rhythm. Read and study the explanation of the elements of form and arrangement. Exercise good judgment and care in comparing your specimens with the "Scales and Standards" in order to determine the rating in form and arrangement. Special consideration, as explained later, must be given to any writing which is extreme in type or style. By referring to the passing form required by the scales and standards, it will be seen that the standard of form and arrangement, or quality, is practically the same for all grades. The percent shown above the specimens will, therefore, be the rating for all the grades, including the High School.

Form and arrangement comprehend the finished product.

The ratings for handwriting may be obtained from a test given during the formal writing period, from written work done during the day, or from a combination of the two.

SUGGESTIONS

From a Bulletin issued by R. W. Carr,
Supervisor of Penmanship, Parkersburg, W. Va.

The HABIT of writing well is fully as important as the ABILITY to do so.

You should take time enough to have your pupils criticize their work. Mere practice without intelligent criticism is practically worthless.

The best writers in any class are those whose touch is easy and light. This light touch is very necessary for good work. Urge your pupils to cultivate it.

Good blackboard writing is not difficult to learn. A little study and practice daily for a few weeks will work wonders. A teacher cannot expect to teach writing successfully without making constant use of the blackboard. To be a good blackboard writer is a constant source of satisfaction to the teacher, an example to her pupils and inspiration to all holders.

Co-operation of teachers other than the regular writing teachers is absolutely necessary in the teaching of writing in the departmental grades. Not only must the regular teacher of penmanship be continually on her guard lest the instruction she so carefully gives during the writing lesson be forgotten during the written work in other subjects but, all the other teachers must be on their guard also. A weak teacher here will tear down the good habits we are trying to teach must faster than we can possibly hope to build them up.

great souls who will stand out before all future generations as models of glorious and supreme manhood. These men are George Washington, Abraham Lincoln and Theodore Roosevelt. Perhaps neither of these men attained in their work-a-day lives to that supreme moral and spiritual perfection that would entitle their effigies to be set up in those sacred niches reserved for the simon pure saints; (one might imagine their kindly shades smiling humorously at the idea), but Americans have spontaneously, and with one voice, chosen these great souls to be the Nation's ideals of manhood and citizenship, and this means more to our land than the distant virtues of all the musty saints that have ever been officially canonized and holoed.

This present month of February brings to us the birthdays, only a few days apart, of two of these supreme men. There should not be a school in all the land that does not, for at least one half day, turn away from its regular routine to lead the minds and hearts of its pupils to a contemplation and comparison of the life and work of these mighty Americans. February 12 falls on Sunday this year. Give the last session of the preceding Friday to Lincoln, and the afternoon, preceding Wednesday, February 22, to Washington. Let the exercises stress the beautiful and thrilling youth life of both men. In this connection, let me recommend Mace's *Beginners' History of the United States*. This wise book teaches history mainly through biography. Its simple and charming accounts of both heroes might, as a general reading lesson, provide the framework of discussion for both days. What youth, rich or poor, will not thrill to the vivid account of how the virile Washington, like our immortal Roosevelt, through sheer manliness, overcame the misfortune of fortunate birth, to stand as the commanding figure of his generation? What young American democrat with a soul, does not glory in following the course of the humble strong-hearted Lincoln, from his windowless cabin in the Kentucky woods to the marble halls of the White House, where he was to be the Saviour of his country, and the most tenderly loved human figure in the world?

Men of the schools! You cannot afford to let this red-letter month of the new year pass without rendering to the hopeful youth in your charge, this service of patriotism and inspiration. May it not be hoped that you can see your way clear to drop for a few brief hours the materialistic matters of shorthand, bookkeeping, arithmetic and the rest, to drink from the waters of the Higher Fountain? I, for one, hope so.

James E. Brown, last year with the Albany, N. Y., Business College, is to be next year with the Bryant & Stratton Business College, Buffalo, N. Y.



National Commercial Teachers' Federation

ST. LOUIS, MO., DECEMBER 27, 28, 29, 30, 1921

PRESIDENT'S ADDRESS

The Progress of Commercial Education

Twenty years ago this Federation met in St. Louis. At that time there was only one high school for whites in St. Louis. Only one teacher in our public school system gave any time to the teaching of commercial subjects. Typewriting was not taught, and no serious attempt was made to train stenographers and other practical office workers.

Today, nearly one hundred commercial teachers are employed in the St. Louis public schools. The high school that had only one commercial teacher twenty years ago now employs more than twenty commercial instructors. While great progress has been made during these twenty years in the public schools, the private schools have also made noteworthy advancement, and there are more good private commercial schools in St. Louis today than at any time in the city's history. What is true of St. Louis is, in a large measure, true of nearly every city in this country. It should also be noted that although commercial training was almost unknown in our colleges and universities twenty years ago, there is scarcely a great college or university today that does not have its department of commerce and finance.

A Needed Service from the Colleges and Universities

This marked increase in the demand for commercial training in practically all classes of schools, and especially in the secondary schools, has created an unprecedented demand for teachers of business subjects. The colleges and universities, with some noteworthy ex-



HARLAN EUGENE READ, ST. LOUIS

Chairman of the Committee of Arrangements, 1921. He and his committee did their work well, and set a pace that (see below)

ceptions, hold that it is not their proper function to give teacher-training courses in the technical business subjects usually found in the secondary school. This means that a large number of teachers—often university graduates—enter the commercial teaching field each year with exactly the same training in the technical business subjects as is given to boys and girls in our secondary schools as a preparation for the minor clerical and stenographic positions.

Since only a small percent of the boys and girls of the country will find

it possible to take a college course the colleges and universities should endeavor to reach these boys and girls in the most effective manner possible by supplying the secondary school with trained instructors of the higher type—not alone in science, history, language, and mathematics, but in every subject worthy of a place in the secondary school curriculum. This does not contemplate that any valuable commercial subject should be omitted from consideration. Such great educational institutions as Columbia University, the University of California, the University of Wisconsin, the University of Chicago, and others that could be mentioned, have indicated by the extension of their business courses that this viewpoint is likely to prevail.

Better Supervision Needed

There are a number of causes which contribute to the present status of commercial education and make the need for the employment of supervisors of commercial branches in our larger cities and in the various state departments of education seem imperative. Since only a few of the universities offer training in all of the business subjects taught in the secondary school, and since the existing teacher-training courses are wholly inadequate to train a sufficient number of commercial teachers to meet the present demand, many teachers must be employed with inadequate preparation for their work.

The supervisor—a specialist in the science of business and in teaching methods—can do much to unify the work and correct defective teaching. But when and how are we to get these needed improvements? Those engaged in administrative school work are in a favorable position to ask for

(Continued on page 24)



ROBERT A. GRANT, ST. LOUIS

President, 1921. He arranged the splendid program for this year, and conducted the meetings ably.



HENRY JESSE HOLM, CHICAGO

Chairman of Committee of Arrangements, 1922, will find it hard to surpass, but he may—these Chicago people have a way of doing things.



H. E. V. PORTER, JAMESTOWN, N. Y.

President, 1922. He is also Secretary of the National Association of Accredited Commercial Schools, and a thorough believer in organization.



Advertising a Business College

By HARRY S. BASFORD,

Business Manager of the National Advertising Service Company
1124 Lawrence St., Denver, Colorado

No. 2. Folders, Mailing Cards and Booklets

Printed advertising in the form of folders, booklets and mailing cards is the ammunition that is commonly used to carry on a campaign to the names on a mailing list of young people, who are regarded as prospective students.

Every school has such a list of prospects, gathered from various sources, such as inquiries from newspaper or magazine advertising, names sent by students or friends of the schools or lists of High School and grammar grade graduates and of teachers that may be purchased outright, from dealers in mailing lists, covering any state in the Union.

Usually such a list costs considerable money to secure, and it becomes an interesting problem to make the investment a profitable one. A school in the middle west recently wrote me as follows: "Wish your consulting service could find me some more inexpensive medium than newspapers and magazines, which average one dollar a reply and \$18 to \$25 an enrollment. These figures might not even be excessive if we could calculate each enrollment staying the full term." This statement is almost typical of the situation faced by every school manager, with some changes in the estimated cost of replies and enrollments from names secured by advertising. My reply to this letter suggested that the selection of the publications and the kind of copy used, than in the question of publications as being good advertising mediums.

Folders, mailing cards and booklets have always had an important place in business college advertising and rightfully so, for they often take the place of lengthy letters and can be made to emphasize a point regarding the school without detracting from the main subject of an accompanying letter. They are also excellent for arousing or reviving interest in the school and stimulating direct inquiries from young people.

This explanation of their usefulness suggests, too, the elements that make up a successful piece of advertising of this nature. Whether in the form of a folder, mailing card or booklet, such advertising should feature one particular thing, one feature of the school or one point of possible common interest between the prospect and school. It should not undertake to outline all the work or courses of the school. The aim should be rather to lead the reader to ask for further and more detailed information, to revive a former or lagging interest, and to serve as an opening for the personal correspondence that is almost always



An effective cover design for folder or mailing card. The original was printed in dark blue with pink lettering and border.

necessary to enroll a student living outside the immediate sphere of influence of the school, that is the city or town in which it is located.

As an illustration of the subjects that may properly be covered by advertising of the kind described, I give below the titles of a number of folders, etc., that have been used by various schools during the past few years. Some of these go back to war times and many school men will recognize in some of these titles, advertising that they have themselves used:

- "Be a Private Secretary."
- "Wanted—By the U. S. Government, 10,000 Stenographers."
- "Minutes are Dollars."
- "Who Will Take Their Places?"
- "What are You Going To Do?"
- "Choosing a Vocation."
- "There's a Position for You."
- "The Ambitious Teacher Can Do Anything."
- "The Rise of Artie Wise."
- "Mary Ambitious—Her Story."
- "Facts About Business Training."
- "The Field of the Commercial School."
- "Six Reasons Why You Should Take a Commercial Course."

"Teachers Succeed in Office Positions."

"Prosperity is Coming."

"When Your Boy or Girl Leaves Home."

These titles will serve to indicate just what I mean about the purpose of this direct by mail advertising. Some of the folders, etc., enumerated above have been used in very large quantities and with signal success, by some of the largest and most successful schools in this country.

In planning mail advertising, it is important to remember just the class of young people who will read it. The card or folder that would be suited to teachers, who might be interested in preparing for office positions would not be adapted to grammar grade graduates, who would consider an office position from an entirely different point of view and who must be influenced, if at all, along quite different lines.

A list of boys requires different advertising than a list made up wholly of girls, although advertising may be prepared to appeal with equal force to both. An old list of names that has been used for several years requires advertising different from any other. Such a list has largely outlived its usefulness and any further value can only be secured by strenuous methods. You must explode a bomb shell, as it were of such startling interest that the few prospects left will respond quickly. In this way you can clear the list of all dead timber, taking all names from the list that do not respond.

All mail advertising should stand the acid test of clearness. Every sentence should be easily understood, in fact, "fool proof," so that no one could possibly misunderstand the meaning. It should fairly scintillate with life and personality, treating the subject from the reader's point of view and in such common words that the force will not be diminished because the idea is not clear. The folder, or whatever it may be, carries the message, and upon it rests the possibility of results. Too much time or attention cannot be given to get such advertising correct in every detail. I have often thought when I saw an inexperienced or ignorant advertising man spending money foolishly for the firm that employed him, "That man ought to be in business for himself, spending his own money for advertising." Such a change would convince him of his faulty methods.

Advertising may be regarded as a two-edged sword, for sometimes it cuts backwards with terrible results. The public is critical, and any statement that does not seem reasonable may spoil the entire effect of an otherwise good piece of advertising.

There have been many changes in tuition rates during the past few years, with the tendency upward, and such a change appeals to the school manager as a fit subject for some special advertising. Indeed it is, but some school men are really so close to their own businesses that they cannot take a broad view of the subject. For in-



stance, a school decides to raise rates on a certain date and puts out quite a flashy announcement of the fact that on such a date rates will be advanced 25%, giving as the reason that first-class instruction cannot be given at the present lower rates. The date set for the change is several months ahead and students are strongly urged to come in now and enroll at the lower rates, before they are advanced. Now, the reader might very easily get just the opposite idea from that desired by the school and come to the conclusion that the instruction would be inferior if he enrolled now.

There is another point in a situation like this, that I was recently requested to give an opinion on. If the position of the school is correct, that is, if the statement is true that instruction of a certain quality cannot be given at present prices, then it would be unprofitable to enroll students any longer at the low rate and the subject would not require any extensive advertising, when rates were raised.

Many schools have found that the commercial courses of the public school were making inroads upon their business and I was requested to prepare some advertising that would tend to present the situation in a favorable light for commercial schools. I realized at once that this was a delicate problem. No one can or should combat our public school system for private gain. Such a course would prove a veritable boomerang. After considerable study, I prepared a folder with the following copy, reproduced below to show how such a difficult subject may be handled without chance of giving offense or reacting unfavorably. On the front title page was the heading, "The Field of the Commercial School" and on the back "Learn Now that You May Earn Later." Then followed the matter under the headings indicated:

The Age of Specialization

"We are living in a wonderful age when almost everything is reduced to a specialty. We have specialty stores and shops, specialty manufacturers, specialty salesmen and specialists in the professions. This sub-division of work has gone so far that a joker suggests that we may in time have doctors who treat only the right lung, the left ear, etc.

"Office work is no exception to the prevailing trend and employers now want expert assistants who are specialists in at least one line Stenography, Accounting, Filing, Correspondence, Advertising, etc."

Schools of Specialized Training

"The specialty school, which prepares young people for positions in the professional or business world, is a direct result of the specialized conditions under which we live. The commercial school is a highly specialized educational institution. The importance of its work is so firmly established that most of our business workers are now recruited from its graduates and students."



Title page of a small folder printed in purple and orange that attracted much attention. It features the value of time in this unique way.

Learning Business in a Commercial School

"If you want to prepare for a business position, at a good salary even to start, the logical place to get the necessary special training is a reputable school that specializes in commercial subjects. Such a school is the best place to become an expert office assistant, and this school offers you exceptional advantages to prepare for a better than ordinary position.

"The work is intensely practical, the courses are thorough and the teachers are capable. You can select the course you prefer, to prepare for the desired position and when you have completed the prescribed work, you will be competent to earn a good salary, without going through a long period of working for small pay, 'getting experience' as it is called."

Getting a Position When You Are Ready

"Our graduates have no trouble in securing good positions at satisfactory salaries. Business men know that our finished students are capable and dependable. Our recommendation will secure you a position and we often have more calls than we can fill.

"Just fill out and mail the coupon below and will show you why our students are so successful."

Advertising to teachers has become an important part of school publicity in recent years. Many teachers become dissatisfied with their positions and respond readily to advertising designed to interest them in preparing, either for a business position or for

the position of commercial teacher, which usually pays better than the average salary.

It has been a part of my work for three seasons to prepare teacher advertising, designed to induce the recipients to reply by asking for more detailed information; in other words to arouse their interest enough to induce them to find out what the commercial school has to offer.

Under the title "Teachers Succeed in Office Position," I prepared a mailing card, using the following copy, which may be suggestive of other advertising work along this line:

Planning for the Future

"It is much better to lay practical plans for your future than to be satisfied with dreaming of what you would like to do; and it is quite within the realm of possibilities for you to mould your own destiny.

"Teachers are especially fortunate in achieving their aims, and the field in which they are signally successful is not limited to the school room. The ambitious teacher can fill almost any kind of office position by taking the necessary special and well directed training for the required work. Only a little study along these lines, in addition to your present education and experience, may be all that is necessary to fit you for a very desirable office position."

Are You Tired of Teaching?

"If you have found your school work especially hard or unpleasant this year, perhaps you have been thinking that a change of vocation would be desirable. You know, too, that salaries paid to teachers have not advanced as have salaries paid to office workers during the past few years.

"You need not fear to make a change if you do it in the right way. Teachers have a positive advantage over others in securing satisfactory employment in business offices, and many business men now prefer office assistants who have had teaching experience, because they have found that such employees have better judgment and far more executive ability than others."

Advancement Often Comes Quickly

"Many teachers who come here to take up special work to prepare for a commercial position, have experiences like the following case. An employer called one of his stenographers into his office and said 'Miss Allen, you have 'made good' as a stenographer and I am going to advance you to the position of Secretary. You have only been here about three months but your teaching experience, coupled with your thorough business training, makes this promotion possible."

"By building upon your present education and supplying the training in the subjects that you lack, we can make you competent to hold a position in a business office. Everything possible is done to conserve your time and effort and the cost is thereby reduced to the minimum.

(Continued on 2d following page)

PART TIME EMPLOYMENT IN THE COMMERCIAL COURSE

By PAUL A. CARLSON,

Head of Accounting Dept., State Normal School, Whitewater, Wis.

The greatest factor in making graduates of Commercial High Schools fit to "carry on" promptly in business positions is the proper correlation of school work with business conditions. The plans and methods used are many and various. Some schools establish model offices within the commercial department designed to bring into the school room the atmosphere of the business office. Some schools solicit letter-copying, addressing work, stenographic work and various types of clerical work to be done in the high school classroom. Sometimes this work is paid for according to its value. In all events it is better than the artificial school problem which, when completed, is of no value to anyone. Another plan is to secure this work right out in the field in a system of office apprenticeship.

In the writer's own experience, the best plan of co-operative part time employment is one in which the school alternates with the office, keeping half the students in school one week and sending them to the office the other. The next week students in the office come back to school for instruction while those who have been in the school go to the office. This plan has been in successful operation in the Manitowoc, Wisconsin, High School since 1916. This plan finds support in the splendid book, "Principles and Methods in Commercial Education" by Messrs. Kahn and Klein, in which they discuss the school and the business community, and in the recommendations which F. V. Thompson makes to the school board of New York City in his book "Commercial Education in Public Secondary Schools."

The Problem of Getting Started

The first real problem is that of "killing off" any possible opposition to its operation on the part of the non-commercial teachers in the high school. The best method is to so arrange the program of recitation that the office employment schedule will interfere and affect only the recitations in purely commercial subjects. To do this it is of course necessary to secure the hearty co-operation of the high school principal, the city superintendent, or whoever is responsible for the program arrangement. If the individual responsible for program adjustment is not in sympathy with the purpose of the commercial teacher in establishing the co-operative plan, little good will come from any effort which the commercial teacher may put forth.

In the Manitowoc plan the high school principal was very enthusiastic and promptly consented to rearrange the commercial department program

so that all history, English and science recitation for commercial students recited in the forenoon session, and all senior commercial recitations were transferred to the afternoon session.

Securing the Co-operation of the Business Men

The next step is to secure the support and co-operation of the business men of the community. This can best be done by personally interviewing those leading business men who are eager to co-operate with the commercial high school in every project which work toward better trained office employees. These interviews should be followed by a circular letter sent to a large number of business offices. The circular letter may well be supplemented by publicity in the local newspaper.

The Working Plan

In the Manitowoc plan the senior commercial branches are all arranged for afternoon recitations. Only afternoon office work is permitted. The afternoon work is of a very varied nature—typing, billing, stenography, filing, bookkeeping, and cost clerk work. It is permitted to displace one-half of the work originally presented in the shorthand and typewriting classes in previous years.

When the plan was started in 1916, the senior commercial class of forty students was divided into sections, one-half of the class to work in the local offices every afternoon and all day Saturday, while the other division remained in school. Each division alternated with the other, reporting for school work in the morning session one week, and spending full time in school the week following. The students were paired for the same position and alternated with each other. All students complied with the regular office schedule in the office in which they were employed, one to five o'clock or one-thirty to six. For this work the students received from three to five dollars per week, none receiving less than three and none more than five. The boys of the class naturally commanded the higher salary, although many of the girls also received five dollars. In placing the entire class assignments were made to a lawyer's office, an architect's office, an abstract office, a garage, a wholesale-retail hardware company, a wholesale cheese merchant, a lake transportation company, a ship yard and a very large manufacturer. In this way the entire class of forty was placed in office work.

During the week that each group reported for afternoon instruction in commercial work the members of the group in school were encouraged to make reports on the previous week's

experience as office employees—the kind of work they had been doing, mistakes made, difficulties met and shortcomings in their school training. These reports were of very great interest to the other students because they related actual experiences.

Reports from Employers

The oral reports representing the students' view-point are supplemented by reports direct from the employer, both written and oral, by telephone and by personal call. One of the larger concerns maintains an efficiency record division which analyzes and records the work of each employee. This division furnishes the school very detailed report on each student in their employ each week. This report contains a tabulated statement of the total work done each afternoon, the total number of errors and the number of sheets of paper wasted. Whenever it is possible for commercial teachers to get complete reports of this character it is, of course, very helpful and very stimulating to better school work. It also gives the teacher very definite measurement of the efficiency of instruction which the students are receiving while in school.

The alternate week when the student is in school the entire day offers ample opportunity for intensive speed drill. In the shorthand course, every Friday throughout the year is used for an office training recitation at which time such topics are discussed as are found in *SoRelle*, "Office Training for Stenographers"; *McClelland*, "Office Training and Standards"; *Cahill and Guggeri*, "Office Practice." This recitation constantly prepared the student for a higher grade of office service and heavily supplements the experience which the student is constantly acquiring in the actual office work.

Summary

The above described co-operative part-time plan gives the school an opportunity to bolster up the weak places and adapt the school work to meet the difficulty encountered by the students in the office. It gives a realness to the training offered by the school which can not be secured in any other way. It keeps the teacher in better contact with the business men of the community and always conscious of the community's needs. It gives the student more intensive training. Every Saturday he works he does almost as much work as is ordinarily done in the commercial department in an entire school week. It makes every student conscious of his defects while he is still in school, and the opportunity is offered for such training as will make him a successful office employee. In many cases the remuneration obtained is enough to make it possible for the student to remain in school and finish his high school course.

Ralph L. Frellick, formerly head of the commercial work of the Fitchburg, Mass., High School, is the new head of the commercial work in the Brockton High School.



ST. LOUIS CONVENTION

(Continued from page 20)

and get what they want. It is a fact, however, that the public schools of this country are administered almost entirely by so called academic men, and any change in the administration of commercial work must have their approval. I do not mean to say that



A. F. GATES, WATERLOO, IA.
President Private Schools Department

those executives do not appreciate, in a very large measure, the importance of commercial and other forms of vocational education, but I do say that they do not always understand the needs of commercial education and that they are likely to devote their time to problems with which they are more familiar. Therefore, in my opinion, we will never make the progress in business education that we should make until an adequate number of specialists in commercial education are employed in supervisory and administrative positions. Men and women in the commercial field should prepare to fill these more important positions. Boards of education and superintendents of schools should recognize the fact that the distribution of their administrative positions among specialists drawn from commercial and other vocational fields, as well as from the academic field, will have a tendency to produce a well-balanced educational system.

(President Grant also made two important recommendations, which were approved by the Executive Committee. The text of the resolutions passed is not at hand, but will be published next month.—Editor.)

Miss Pearl M. Curtis, of the Northern Arizona Normal School, has been secured to teach beginning typing in the Phoenix Union High School, Arizona.

S. J. Philipps, formerly penmanship teacher in the Sandusky, Ohio, High School is now teaching penmanship and commercial subjects in the high school of Mt. Vernon, Ohio.

NEWS NOTES

Arthur K. Deane, of Hillsdale, N. Y., is a new commercial teacher in the High School at Stamford, Conn.

Mrs. Ellen M. Hunt is teaching commercial work in the High School at Angels Camp, Calif.

Mr. Jonas Sallett, of Collingswood, N. J., is a new commercial teacher in the Senior High School, Trenton, N. J. C. G. Davis, Marion, Ohio, has recently accepted a position to teach bookkeeping in the Scranton, Pa., Business College.

Miss Hildegard Ott has recently been elected to teach commercial work in the Shreveport, La., High School.

Miss Grace Maxwell is a new commercial teacher in the King City, Calif., High School.

L. Tjossem, of Gaza, Iowa, has accepted a position to teach commercial work in the Metropolitan Commercial College, Dallas, Texas.

Marjorie Helen French, a recent graduate of the Nebraska School of Business, Lincoln, has accepted a position to teach in the Battle Mountain, Nev., High School.

Mr. Leroy H. Ball, of Hillsdale, Mich., has been engaged to teach commercial work in the Ontonagon, Mich., High School.

Sara Schoonover and Mary C. Vrana are new commercial teachers in the Des Moines High Schools.

Miss Lillian Kilby is a new commercial teacher in the Blodgett Vocational High School, Syracuse, N. Y.

Mr. A. B. Thomas, Salem, Ind., and Miss Freda Penzig, Spokane, are two new teachers in the Custer County High School, Miles City, Mont.

WHAT ABOUT PENMANSHIP?

Where is the Penmanship Round Table of the National Commercial Teachers' Federation?

The Western Penmen's Association was the father of the present Federation, but so much have times changed that at the St. Louis meeting there was no penmanship section, and the only attention given the subject of penmanship was the one short session of the Business Round Table, at which the subject of penmanship was discussed.

Is this because penmanship teachers have discussed all phases of penmanship until there is nothing new on the subject?

Or is it because teachers generally are more interested in methods of teaching bookkeeping than they are in methods of teaching penmanship?

Or is it because a discussion of penmanship turns so largely on the idea of different publishers that it is not so much a discussion of principles as a quarrel about theories?

Or is it because penmanship teachers have simply neglected to secure their place on the program?

ADVERTISING A BUSINESS COLLEGE

(Continued from 2d preceding page)

"The results, in the form of many fine positions now held by students who were formerly teachers, show that our methods of instruction are correct. We want to tell you more about the work of this school in preparing teachers for office positions. Even if you are only remotely considering a change, fill out and mail the attached card. You will appreciate the reliable information we will send you."



W. W. LEWIS, CHICAGO
Chairman Shorthand Round Table



Habit in Its Relationship to Typing

By C. E. BIRCH, Director of Commercial Education, Lawrence, Kans.

For some weeks I have been hoping to keep a promise made to our good editor to the effect that I would have something to say on the subject of accuracy in typing. It remained for my friend, Carl C. Marshall, in his September "Mental Meanderings," to give me the necessary inspiration to "get busy."

What he has to say about psychology may not be very much related to the subject which I wish to discuss, but in some remote way it awakened me to the point of action. Still further from the theme in hand is what he has to say about his interesting school of Indian youngsters. He is to be envied—a true teacher laboring for the love of work—in the midst of the beauties and the grandeur of nature. Having formerly directed the studies of some thousands of Indian boys and girls, I was naturally quite interested in his comments. He has made the discovery that other workers in such schools have made, i. e., that Indian children are very human, very responsive (when you know them and they trust you)—even witty and full of humor. I, too, could quote some good examples of Indian wit and humor, but this is neither the time nor the place.

"What use has the mere teacher for initiative, and what is such a coarse, crude thing as common sense, compared to the latest wrinkles in psychology?" Marshall, in somewhat sarcastic vein, makes his college professor inquire. I'll confess that when first compelled to read and study psychology, as a prerequisite to obtaining a teacher's certificate, I thought it a good bit of a nuisance and the study more or less a humbug. Much of the highly theoretical, highbrow material contained in those books certainly was not much more related to everyday teaching than what I have thus far said pertains to accurate typing. There came a day, however, when, reading one of the more modern works on psychology, I said to myself: "Why, this is just applied common sense and observation. If psychologists will give us more of this we may all profit from their recorded experiences, experiments, and observations." I believe I could refer any doubter to a list of books which would prove unusually interesting and helpful. In fact, I sometimes read psychology now as a means of recreation.

A phase of psychology which it has been possible to study more fully, perhaps, and to come nearer establishing positive rules for guidance than in any other is habit. The chapters on habit in such books as Professor James' text on psychology, his "Talks to Teachers," or Betts' "The

Mind and Its Education," are full of valuable principles and comment which any teacher will be the better for reading. It is true that they are only boiled down common sense, but I maintain that enough progress has been made to establish psychology definitely among the sciences. It is in its infancy as a practical, workable branch of human knowledge, but this is no reason why we should not make an honest effort to us what has been developed and recorded.

Let me omit any more preliminary discussion with which I might lead up to the crux of the present discussion. What I wish to advocate now, particularly, is this: The teaching of right habits of typing to beginners. I believe I can speak with a little better authority on this by reason of the fact that I took my typing course in the University of Hard Knocks. I paid the treasurer of that famed institution—Mr. Experience—a high rate of tuition. He told me I might just as well learn by myself, and I did—after a fashion. I might add that the fashion is still rather popular in some quarters. For a time I used two fingers (one on either hand), but later I found a way to press a couple more into service. Messrs. Hunt and Peck, I found, were able assistant professors in the University. No instruction book was necessary, and there wasn't "any such animal" in existence at that time.

Of course, more seriously speaking, I fell into some most distressing habits of posture, fingering, touch, and practically all of the other essentials of good typing technique. Later, when I realized what I had been doing, I set about undoing the mischief. I am ready (and sorry enough, too) to admit that I have never quite eradicated them.

Some teacher, blessed with more than the usual amount of patience, may have followed me to this point, only to exclaim: "Well, of course all teachers are in favor of accurate typing, good technique, and all of those things. What is he driving at?" That observation, when made, will be true in a sense, but in another quite vital sense it is not true. Teachers are not, as a rule, firm advocates of accuracy in typing. I know of many schools where work is accepted that contains a certain percentage of errors, or which may have some erasures, "if neatly made," and I know of hundreds of schools and typists who are inculcating habits of inaccuracy every day of their lives.

Let us examine a few fundamental truths about habit, as they apply to typing:

1. We tend to act as we think. If we think of typing in terms of a certain leniency toward errors, we shall have errors.

2. An act performed in a certain way tends to repeat itself and, after a second or third performance, to become a habit.

3. Habit is the physical and mental condition which registers itself in the human mind, nerves, and muscle cells as a result of certain acts. The attitude of mind when these acts are performed has much to do with the efficiency or inefficiency of the resultant habit.

4. Error will register itself as surely as truth.

5. Practicing, then, with the thought that a certain number of errors will "get by" and do no particular harm tends to bring about a habit which considers it all right to make a limited number of mistakes (and this unconsciously registers in mind, hand, and nerve endings) so that such errors will be made later no matter how hard the typist may try to do accurate work.

From the above statements, which I do not think will be disputed, I derive one more:

6. Any practice which has for its goal less than absolute accuracy is poor practice and will turn out an inaccurate writer.

Of course I admit that perfection is not to be expected, but it should be the goal and can be approximated. If we accept a lower standard as a goal, other things being equal, the one who sets his mark nearest perfection will become the best typist. If I practice with the thought that I shall consider a lesson O. K. with three errors on a page, I shall never become as good a typist as I should by setting the error mark at one to the page. Isn't it just as clear that I shall become a better typist if I eliminate entirely the willingness to accept an error? Why not, then, make absolute accuracy the goal in typing? Set the lesson in such a way that a student can reasonably be expected to produce perfect work and then insist on that.

At some future time, if there are readers who desire it, and the editor will consent, I hope to enlarge upon my statement that hundreds of schools are inculcating habits of inaccuracy. I refer to the monthly tests which are given, and in which errors are penalized ten words. I believe that I can prove that such contests do more harm than good, or at least that I can prove that there is a better way for a school to conduct contests.

One more thought before I close: Abolish the eraser from the school. It may be all right to present a typing student an eraser along with his diploma, but the art of erasing should not be taught in a business school.

Miss Jessica B. Palmer, of Deposit, N. Y., is now teaching commercial work in the High School at Suffern, N. Y.

Little Stories of Business

By CHARLES T. CRAGIN
Holyoke, Mass.

A LADY OF QUALITY

He came running up the driveway from the sidewalk to the door of the neat white cottage with green blinds, in which they lived. The hackman was waiting for him, perched on the high front seat of the old station cab that had done duty for many years in Elmwood town, a few miles out of New

Haven. A handsome fellow was Walter Taylor, thirty-five years of age,— alert, slim and active, well dressed, with success marked on every feature of his handsome face. Dark, slightly curling brown hair, fine eyes, with dark heavy brows, the chin not quite so strong as it might be, and the mouth perhaps a bit sensual, but, withal, a handsome man, just the kind that appeals to most women was this successful life insurance agent of a great New York Company, covering a wide territory in and around the old Yale College city.

"Nellie, girl! Just hurry up and get me a couple of clean shirts, some collars and a few things for a day or two away from home, will you, while I am changing these clothes?" and he dashed up stairs to the bed-room while Nellie, the wife, a few years younger, hurried to get the garments called for as she said:

"What's the rush, where do you go from here?"

"Got to catch the 9:20 for New Haven. Special meeting of all general agents tomorrow at the main office in New York. Just got word from the New Haven office to be there without fail, and I have to leave tonight."

It was not unusual for Walter Taylor to be called out of town for a day or two on important insurance matters, for he was one of the best of the many agents employed by the big company. His income from premiums and renewals was rapidly increasing, and a considerable amount was on deposit in one of the New Haven savings banks. The 13 year old boy, Alfred, an unusually bright lad, would graduate in the spring from the grammar school and be ready to enter high school next fall. Mr. Taylor came down stairs, dressed for travel and strapped his suitcase. It was Friday night and he said: "We will probably be kept busy all day tomorrow, but as long as I am in the big town I am going to see some of my old college friends, and stay over Sunday, if you don't mind. You won't, will you honey?"

"Not at all; it will do you good to take a holiday, dear," said cheerful

Mrs. Taylor, for now the big boy was there, she did not mind so much when Walter was away for a few days, as sometimes happened when he was out after insurance. He kissed his wife, said good-bye, and ran down the walk to the hack driver waiting to take him to the station, and that was the last time Helen Taylor ever saw her handsome husband.

A Hurried Flight

It was in the early evening, a little after sunset, that Walter Taylor drove away in the depot hack to take the train for New Haven, where there was to be an evening meeting of agents, which would be in session till quite late. He would then take the New York Express, which left a little after midnight, and reach New York in the very early morning. That was what Helen understood, and when young Alf came in a few moments after his father's departure and said: "Where's dad, mother?" that was the explanation she gave him. "Your father's just gone to New Haven, and is going to New York to be gone over Sunday; you're the man of the house, the head of the family till he returns."

But Walter Taylor never went to New Haven. At the station he dismissed the hack driver and from that point took a trolley north towards Springfield. At Springfield, he caught the Montreal express late that night, and landed over the line in the old city of Montreal, where he shaved his mustache, had his rather luxuriant curling hair clipped close and took a boat down the river to the ancient city of Quebec.

Naturally, he did not return on Monday as expected. Helen Taylor thought nothing strange of that, but when Tuesday and Wednesday came, she began to get nervous and called up the office in New Haven, to ask if Walter had returned from the meeting of agents held Saturday in New York. Mr. Elliott, the general manager at the New Haven office, said: "No, what meeting of agents do you refer to, Mrs. Taylor?"

"Why, the one that was held Saturday morning at the Main Office of the Company in New York."

"Didn't know there was any," said Mr. Elliott, "and we haven't seen Walter for several days." Then he added, "Could you manage to come in this afternoon, Mrs. Taylor? I would like to see you about a matter of some little importance."

Helen Taylor had no suspicion of wrong doing on the part of her husband, though she knew him much better than she did when she, a high school girl from a New Hampshire town, first met the handsome young man from Connecticut and married

him 13 years before the opening of my story.

Helen was of old New England stock. Her father was noted as the most fractious, cross grained and ill-natured man in the beautiful New Hampshire village where he had a grist mill, and a partner who was a good natured, pleasant and agreeable as John Farwell was the opposite. But Farwell's wife was as lovable as women as ever trod shoe leather, and she produced him two fine girls. Helen was the younger and old John gnarled and crochety as he was, loved his family, as men often do. He gave the girls the best education he could afford, at the excellent high school in their native village.

Every wife ought to be a helpmate to her husband. Clinging vines are as well enough in fair weather, but Helen was not that kind. She took the utmost interest in the work of this enterprising young life insurance agent. And when she married him, rather against the wishes of her father, she brought the ability to understand the problems of his business. It was to her that he owed a good deal more of his success than he would admit of than she, a modest kind of girl with no exalted ideas of her own intellect dreamed of. It was she who read far more extensively on insurance than Walter ever dreamed of doing. She made a study of it and she suggested plans of campaign work that resulted in greatly increasing income to her husband who depended more on his ability to fascinate and magnetize than he did on the solid arguments which she gradually added to his stock.

A Sad Awakening

"Mrs. Taylor, I want to ask you and I want you to tell me frankly, do you know where Walter is?" These were the first words of Mr. Elliott, general superintendent of the great insurance company, as Mrs. Taylor was ushered into his private office in the great marble building at New Haven.

"Do I know where he is? Why, I suppose he is in New York at the Company headquarters," said Helen, and a sense of deep disaster fell upon her as she looked into the grave and serious eyes of Mr. Elliott. She had met him a good many times, and he had a high opinion of the pleasant little woman.

"Mrs. Taylor, I hate to tell you some things I must tell you. I am afraid Walter never went to New York; if he did, he certainly did not go to the office of our company. There was no special meeting of agents; no summons for us to appear there, but his accounts here with the agency department are sadly mixed, and I am afraid he has disappeared because he did not dare to come here and make an accounting with our auditor."

Helen Taylor turned very pale, and a deadly faintness came over her as she sat upright in her chair with her hands clenched tight on the arms and her eyes staring unseeing at the man

(Continued on 2d following page)



WINNING LETTERS

N. C. T. F. Letter Writing Contest

N. C. T. F. Letter Writing Contest

Below is given the letter from the judges announcing the prize winners in the Contest announced in The Business Educator for September, 1921.

The four letters winning the first four prizes are reprinted, because they seem to have a message for both teachers and students.

To students, they tell of possibilities in composition and argumentation. Can you write a letter as good as these? If you can't, you would better learn—for you will be in competition with those who can. Suppose you were applying for a position—would your letter be considered favorably if received in the same mail with one of these?

To the teacher these letters preach the worth of the N. C. T. F. Most of the arguments given here for attending the meeting at St. Louis apply with equal force to attending next year's meeting at Chicago.

Honestly now, dear Commercial Teacher, can you think of equally strong reasons for attending the meetings of the Federation? Or any good reasons for staying away?

Then you should be present next year.

St. Louis, Mo., December 22, 1921
Mr. Robert A. Grant, President
National Commercial Teachers' Federation,
St. Louis, Missouri.

Dear Sir:

The undersigned, members of the Committee of Judges in the Letter Writing Contest of the National Commercial Teachers' Federation, have awarded the prizes as follows:

First Prize, \$25

Miss Kathryn E. Hancock, Madison High School, Madison, Wisconsin.

Second Prize, \$15

Miss Irene Hoffman, Ursuline Academy, Paola, Kansas.

Third Prize, \$10

Miss Etta M. Schotanus, Gregg School, Chicago.

Fourth Prize, \$5

Mr. Joseph B. Smith, A. and I. State Normal School, Nashville, Tenn.

Special Prizes, \$1 each

Mr. Adam Meyer, St. John's Technical High School, Winnipeg, Canada.

Mr. William Baker, St. John's Technical High School, Winnipeg, Canada.

Miss Pauline Erwood, Ursuline Academy, Paola, Kansas.

Miss Zeta Dixon, St. John's Technical High School, Winnipeg, Canada.

Miss Pauline Jefferson, Hinsdale Township High School, Hinsdale, Ill.

Miss Gladys Hill, Commercial High School, Atlanta, Georgia.

Miss Genevieve Miller, Ursuline Academy, Paola, Kansas.

The letters submitted to us were of exceptional quality, and the winners are to be congratulated on the high standard attained by them. Several meritorious entries violated the rule requiring a maximum limit of 350 words, which, of course, excluded the writers from consideration in making the award of prizes. Two of these letters, submitted by Miss Alma Pen-

hiter, Gregg School, Chicago, and Mr. Allen B. Williams, Albuquerque Business College, Albuquerque, New Mexico, are accorded honorable mention.

Respectfully submitted,

Charles E. Cullen,

School of Commerce and Finance, Washington University; Ex-Chief Examiner, St. Louis Efficiency Board, St. Louis, Missouri.

W. C. D'Arcy,

President, D'Arcy Advertising Company, St. Louis; Ex-President, Associated Advertising Clubs of the World.

M. L. Mitchell,

Department of Business, Yeatman High School, St. Louis, Missouri.

* * * *

By Kathryn E. Hancock, a student in the Madison High School, Madison, Wisconsin

FIRST PRIZE, \$25

To Commercial Teachers:

Here is a message for you! Every commercial teacher can profit by it.

Do you know the different uses and history of commercial subjects? Have you any problems that you would like to settle? Are you in need of new methods and ideas in your work? Do you like to make new friends and meet old ones? Do you like the feeling of good fellowship?

All these things and more can be gained by going—where? To the National Commercial Teachers Federation at St. Louis, Dec. 27, 28, 29, and 30th. It is the aim of this organization to make this the largest and most important meeting in its history. We want YOU to help make it so.

It is your opportunity to hear great and noted speakers, to learn of others' achievements, to get inspiration for your work. Every commercial teacher should join this organization. Your investment will be a small one compared with value you will receive from it.

Are you dissatisfied with the salary you receive? Do you hope for a better position than you now hold? Come and talk it over.

Organized labor will help you fulfill your ambitions.

Have you ideas that will help others? Don't keep them to yourself. We all need your help and advice!

The members of this federation are commercial teachers from all over the United States and Canada. They want new ideas, and above all they want to get out of the old rut they are in. They are advancing—Are you going to stay behind?

The fee is \$2.00. Enclose your check for this amount and send it to us. At your request special arrangements will be made for your welfare and convenience while in St. Louis.

Don't fail to come to the 24th Annual Convention of the National Commercial Teachers' Federation. You will be more than repaid.

Yours very truly,

* * * *

By Irene Hoffman, a student in Ursuline Academy, Paola, Kansas

SECOND PRIZE, \$15

To Progressive Teachers, Greeting:

"Energy is what wins. Many teachers fail to reach the mark in their profession because the power in them is not proportioned to the bullet." Probably more teachers fail to achieve success in the field of commercial education from lack of energy, that force which achieves, accomplishes, pushes its way through obstacles, than from anything else.

"Give us a teacher who can do something; a teacher who can PUSH; a teacher with some iron in his blood." Ability is worthless without POWER to put it in action.

Resolutions, however good, are useless without the ENERGY necessary to carry them out. Push clears the track. On every hand we see fine teachers failing; their ability going to waste; standing in equilibrium for the lack of FORCE.

If you want to improve your teaching ability, attend the National Commercial Teachers' Convention, beginning December 27, 1921. Come to hear the discussions of the most able teachers of America. Become a member of the Federation. It will pilot you into the harbor of success. The commercial world demands ability plus efficiency.

You cannot hope to make your teaching a success without the help of the Federation. Now you have good intentions. You want to succeed. But don't overlook this. Good intentions are creditable but they are not credit, they must be endorsed by action before they can be cashed.

Be done with dallying. Just take yourself firmly in hand and say to yourself, "I know that the Federation will make me more valuable to myself and to those under my care. I know that mastery of commercial subjects will make me master of my future—and will enable me to command a higher salary, and I know that this Convention will give me the very best in commercial education. So I won't delay another day in becoming a member of the N. C. T. F."

The Federation needs YOU and YOU need our support.

Cordially and sincerely yours,

* * * *

By Etta M. Schotanus, a student in the Gregg School, Chicago, Ill.

THIRD PRIZE, \$10

Dear Mr. Brown:

If you are a live wire, enthusiastic about your work, and have attended the "Teachers' Conventions" before, you do not need to be urged to come to St. Louis next Christmas. If, however, you do not care to go, you need a little reminder that you owe it to the profession.

(Continued on 5th following page)



CRAGIN

(Continued from 2d preceding page) who was pronouncing these fateful words.

"Did you not suspect that something was wrong, Mrs. Taylor?"

"I did not, Mr. Elliott; Walter has been very busy for the past two months, especially for the past month. He has been away from home, in Hartford, Springfield, Holyoke and up the river a good part of the time, but I never dreamed that anything was wrong with his accounts; he seemed to be in good spirits and I cannot believe it now. There must be some mistake, and I am afraid something has happened to him; he had quite a little money with him when he left home Friday night!"

"Yes, he undoubtedly did. We find he has been collecting insurance premiums wherever he could, even offering some discounts to get payments made, and these payments have not been handed over to the cashier. If you have a savings bank account here, I advise you to see if that is intact."

Helen Taylor was stunned by the direful information she received from Mr. Elliott. Of course, she had not lived 15 years with Walter Taylor without knowing that he was not 100% pure gold. She knew that he occasionally made a little venture in stocks, for when he was lucky and made \$25 or \$50 he liked to talk about it. She supposed that he had not ventured to any great extent. She was therefore dismayed to even a greater extent when she found that he had drawn all but a few dollars of the amount on deposit in the savings bank and that this had taken place on the very day that he left her ostensibly to go to New York. The evidence, while not conclusive, was still strong enough to make her feel the probability that she had been deserted because her husband did not dare to face the music and make an accounting with the company that employed him. She went back to Mr. Elliott, a kindly, friendly man, and said: "I am afraid there is something wrong."

"Yes, Mrs. Taylor, I am afraid there is. The auditors have been going over Walter's accounts and already they have found more than \$3,000 unaccounted for."

"What can he have done with it, and how is it possible that I have not suspected?"

"Well, Mrs. Taylor, Walter is a very engaging person. We have not suspected anything until complaints began to come in, then Walter was asked to call at the office Saturday morning on business of importance. There is no doubt that he saw an accounting was inevitable and did not dare to make it. There is no doubt in my mind that he has been speculating in stocks through the bucket shops where it is win or lose the whole of the investment."

In the Depths

A wave of despair, for a time, seemed to overwhelm the deserted wife, but there was brave metal in

this lady of quality, and she prepared herself to buffet with outrageous fortune. And then there came more bad news, if indeed it could be called bad news. A telegram from the old city of Quebec, asking information from the police authorities of the little town in which they lived, regarding one Walter Taylor. The great Apostle Paul says: "The wages of sin is death." Nemesis was swift on the footsteps of this recant. He went down the river on one of the steamers that ply the mighty St. Lawrence, avoiding notice as much as possible. Probably he intended to go to England, taking a boat at Quebec. There was no steamer sailing for three or four days, and to be out of sight as much as possible he took a room in an obscure little French hotel in the old town, down under the frowning bluffs of Frontenac. Now, there is smallpox always in Montreal and in Quebec, and the second morning after his arrival Walter Taylor was in high fever, and an eruption broke out all over his body. The proprietor of the little hotel knew at once what was the matter. A hurry call went to the health authorities. Taylor was removed to the hospital for contagious diseases, and four days later he was a corpse. On his person was found a letter or two, one of them addressed to Walter Taylor, with the town in which he lived, a part of the address. The body was buried, a photograph

being taken, but there was no question about the identity of the man, and of his person they said no money was found. It is probable that there was a good deal of money on the person or in the suit-case of Taylor, for he had drawn over \$500 from the savings bank before he left home and had collected as much as he could get, and borrowed considerable amounts of money from friends. Taylor's people had originally come from England. It was evident that he meant to cross the Atlantic, knowing that he probably would not be followed, since his defalcation all told did not amount to more than \$5000. Anyway, that was the end of Walter Taylor, so far as this life is concerned, and old John Farwell, Helen's father, said, "It's a damn good thing." He was a cross grained, profane old fellow, but I am inclined to think he was right.

The Woman's Burden

Helen Taylor, as soon as she heard of the death of her husband, went to Mr. Elliott and said, "My husband is dead, he cannot be punished for what ever he has done. Now, for the sake of my boy, I ask you not to make public the fact that he was a defaulter." I will try to make good every dollar he has taken. I may not be able to do this, but by selling our cottage in Elmwood we can probably realize between two and three thousand dollars over what is due upon it, and I am going to ask you to let me take my husband's place as an agent of your company. I have known his business intimately, and have advised him in many of his operations; in fact, I have laid out most of his plans for securing insurance. I believe I can take up his line of work, and while of course I shall be hampered somewhat and unable to cover so much territory as he, yet I believe I can make an income large enough to support myself, give my boy a chance to get an education here in the High School of New Haven, and with what help he can give, put him through Yale College. I do not want him to suffer for his father's sins. I ask you in the name of humanity and of fairness, to give me at least an opportunity to see what I can do. I am a woman with a hard row ahead, and I have received a blow that for the moment has almost taken the heart out of me. But there is the boy to look after. Will you give me a chance?"

Mr. Elliot was a man of large heart and mind. He said: "I will certainly not make public your husband's defalcation. The auditors have discovered a shortage of about four thousand dollars. If you can make good at least a part of this amount, I believe the officers of our company will be perfectly willing to smother the matter."

"Mr. Elliot, if you will do this I will pay back every dollar that Walter has taken as fast as I can, from my earnings. I will succeed, for I must succeed, and when one must, one will."

Then cross, cranky, and gnarled old John Farwell came down from his

(Continued on 2d following page)



H. M. Hill, who is teaching penmanship in the Columbia, S. C., High School, is a very skillful penman. His business and ornamental writing are much above the work of the average teacher of penmanship.

Before coming to the Zanerian in 1920, Mr. Hill wrote cards, which no doubt laid the foundation for his present skill. Last year he taught penmanship in the Michigan State Normal School and the Cleary Business College, Ypsilanti, Michigan, where many of his students were granted Zaner Method Teachers' Certificates. Many of the specimens submitted by his pupils were quite fine, and show that Mr. Hill has the ability to teach others how to write.

Mr. Hill has a fine physique and is quite an enthusiastic admirer of fine penmanship. Columbia High School will no doubt develop many good business writers under his direction.



Lessons in Artistic Penmanship

— For Beginners —

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

LESSON IV

Penmanship is Like Music

One must get the fundamentals by persistent practice. And the fundamentals must be practiced as persistently as Paderewski practiced the musical scale—daily, hour after hour. Read what Guillard said in his January lesson. In criticising the work of one student of penmanship I incurred his everlasting animosity I presume, because I told him to write forty or fifty pages of each exercise and be his own most relentless critic.

Be Your Own Critic

Criticise not only what you do, but how you do it. Get a piece of transparent paper, like the smooth onion-skin paper used for duplicating, or better yet, a piece of transparent celluloid and lay it over the copy you are practicing from; then with a dry pen and a free arm movement practice briskly until you can co-ordinate shade and movement. Strive to make the exercise with freedom and forcefulness, and not by drawing. You do not slacken the speed when shading—if there is any change at all it is an acceleration of movement. This combining of pressure with the momentum of movement is what I term co-ordination, and your shades will not be

snappy nor your forms smooth until you have learned this very necessary combination.

Specific Instructions

In the **W** (No. 1) observe the balance of the letter produced by the initial and finishing ovals, both of which are of the horizontal type emphasized in former lessons. They need not be exactly the same proportions, but should be varied according to circumstances. The last part of the capital is a flourished final **t**. Most of our superior penmen strive to make a sharp turn instead of the angle at the base line, without any retrace as is natural on the **t** itself. It is desirable, so bear the point in mind, and develop it if possible.

In No. 2 the shade is again centered within a large horizontal oval, which, when properly swung from below the base-line will enable you to make a perfect smaller horizontal oval as in No. 1. Write the small letters freely—it is an easy word and should be practiced until you just love to write it.

No. 3. Do not forget the flat oval and the same snap shade you have been using in all the other letters when you practice this letter. In No. 4 I wish you to again observe that the

G is the same as in No. 3, but that the flourish is so placed as to produce balance. The little wedge like tick is placed afterward and is made without retouching—a little conceit that is one of the real tricks of the penman—learn it and you will have no trouble in making the shaded tops of the small **t** and **d** that are so much admired.

No. 5. Isn't it interesting to see how many letters are easily and gracefully made from a few principals? And you can get variety—or variation at least—as you will observe in Nos. 5 and 6.

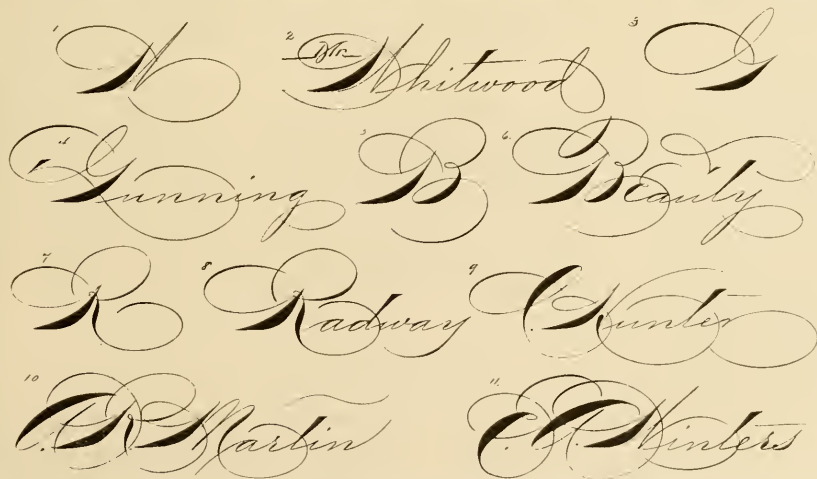
No. 7. Simply the top of the capital **B** as practiced above, finished with the last stroke of the capital **K** of the previous letter.

No. 8. Another easy word—watch under-turns in small letters, and get a strong forward sweep of the arm from one small letter to the other. Get uniform slant and space.

No. 9. A simple combination, but it needs careful attention. Try the **C** in combination with other letters that join in the same manner, and complete by writing some easy word with a good swing to it.

The last two are simple combinations of three capitals—you may try any of the letters we have had that will swing together with the same general movements. Strive for that higher quality of line that comes from the perfect mastery of touch and movement.

Special—Provide yourselves with a quantity of Zanerian Fine-Writer pens for this and the remaining lessons of the course. Or, of the same type as





the Gillott Principality (No. 1), which you may procure locally.

Send me your best efforts as you promised—I want to see if you are being benefitted. If you want special criticism enclose 12c in stamps. Address me at my residence, 1550 Knowles Avenue, Portland, Oregon. If I have failed to acknowledge any letters do not hesitate to write me again. You had me about swamped, and I may have been a little slow. But you will get a treat when I write you. Those who do not enclose stamps, I take for granted, do not expect criticism.

CRAGIN

(Continued from 2d preceding page) New Hampshire town. Helen sold the cottage in Elmwood, and realized \$2500 over its encumbrance. Old John mortgaged his grist mill up in New Hampshire for \$2000 and paid every dollar of the small amounts that Walter had borrowed from his friends. These friends never knew that he was a defaulter, a fugitive from justice, when he met his death. They supposed he was on a business trip connected with insurance in the Canadas. He occasionally took such trips.

The amount due the insurance company was now reduced to about six hundred dollars.

Helen and the boy moved to New Haven, where they took a little apartment for light housekeeping. The boy entered the New Haven High School and Helen went out to write insurance for the big company. She took over the policies of which her husband had charge, quite a large number of these. An insurance agent gets a certain per cent of the yearly premium paid in on these policies. The parties insured knew nothing of the facts of Walter Taylor's death, and most of them expressed warm sympathy for his young and attractive wife. Helen was not beautiful, but any woman of intelligence who knows enough to dress becomingly, and that doesn't mean expensively, is attractive, and this lady of quality was possessed of more than ordinary intelligence. Besides, she thoroughly knew her subject, and she had decidedly original views on the subject of insurance.

From the very start she was reasonably successful. She didn't make as much as her husband because a woman can't cover the ground that a man can, but she at once began to make a specialty of insuring women, especially women of middle age. Insurance companies are not anxious to take risks on young women but are glad enough to get them after they reach the age of 35 or 40. The boy did finely in high school and he got up a magazine route, taking subscriptions for a list of magazines which he found popular. It helped a little to meet the expenses of the mother and boy, which were not large, for Helen did most of her own work in the hours that she could not work at insurance.

(Continued on 2nd following page)

PENMAN'S EXCHANGE

The following penmen will be glad to exchange specimens with other penmen. Send them the best work you can do:

Roscoe Bailey, Elmer, Mo., Business Writing.

David P. Foley, 19 The Avenue, Strathfield, N. S. W., Australia.

Mr. R. B. Moore recently spent a day inspecting the handwriting in the Middletown, Ohio, Public Schools, and attended a Teachers' Meeting at the close of the school which was conducted by Miss Mildred Moffet, the supervisor of writing. Very fine work is being done in the Middletown Schools. The primary work is especially strong. The interest and enthusiasm of the teachers is at a very high ebb, which speaks well for Miss Moffet's leadership.

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The only business college in New England city of 30,000. School has high standing, fine equipment and is a good paying proposition. Possession July 1st. Call C. C. on Business Educator, Columbus, Ohio.

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"NATIONAL SUCCESS COURSE"
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CHAS. E. SWEETLAND, Editor
452 Pierce Building, ST. LOUIS, MO.

Notes Notes

Miss Ellenora Hartley, of Arcadia, Ind., has recently accepted a position to teach commercial work in the High School at Hillsboro, Ind.

Miss Ruth Craine, last year with the Canada Business College, Toronto, has recently been chosen to teach commercial work in the North High School, Des Moines.

Charles H. Oswald, for several years with the Torrington, Conn., Commercial School, is now teaching in the High School of Commerce, Springfield, Mass.

Henry Maldaner, a graduate of last year's class of the State Normal School, Whitewater, Wis., has accepted a position as commercial teacher in the Central High School, Xenia, Ohio.

Miss Susie White, graduate of the course for teachers offered by the Beacom Business College, Wilmington, Delaware, has been appointed principal of the newly organized commercial department in the high school at Temperanceville, Virginia.

John S. Furniss, Beacom trained teacher, is principal of the commercial department in the high school at Lewes, Delaware, for the present year. Miss Margaret Foard, another Beacom trained teacher, has been appointed principal of the commercial department in the high school at Centreville, Maryland.

Miss Elsie Flowers has been selected to teach commercial work in the Collinwood Junior High School, Cleveland, Ohio.

Lee A. Wolfard, last year Vice-President of Montezuma Baptist College, East Las Vegas, N. Mex., is to organize and conduct the new Commercial Department of Marshall College, Huntington, W. Va.

Mr. Milton W. Hobby, of Boston, is teaching commercial work in the Booth & Bayliss Commercial School, Bridgeport, Conn.

Miss Florence Healy, of Chicago, is a new shorthand teacher in Cedar Crest College for Women, Allentown, Pa.

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We Need C. P. A.'s, Strong Penmanship and Commercial Teachers

We have recently been called upon by several large schools to make recommendations for openings in their schools requiring C. P. A.'s. Two or three of these places pay \$4,000. Other good openings for Penmanship supervisors and strong commercial teachers continue to reach our office daily. If you are interested in making a change, let's get in touch.

CONTINENTAL TEACHERS' AGENCY

BOWLING GREEN

KENTUCKY

HERE are some of the good high schools that have taken our candidates within the last few months: Titusville, E. Elwood, Ind.; New Bedford, Mass.; Connellsville, Pa.; Providence, R. I.; Des Moines, Iowa; Rochester, Minn.; Charleroi, Ohio; Northampton, Mass.; boro. Vt.; Lynnhurg, Va.; Pa.; Omaha, Neb.; Springfield, Mass. We have ten such vacancies now at from \$1800 upward. MAY WE HELP YOU?

The NATIONAL COMMERCIAL TEACHERS' AGENCY
E. E. GAYLORD, Manager (A Specialty by a Specialist) Prospect Hill, Beverly, Mass

PREPARE FOR A BIG POSITION



in commercial education—state or city supervisorship; openings in secondary schools, private schools, normal schools, colleges, and universities. We will put you in the place you want and hundreds of dollars to your income or there is nothing to pay. Fine positions open for September; also for immediate employment. Write for details NOW.

THE SPECIALISTS' EDUCATIONAL BUREAU
ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.



CRAGIN

(Continued from 2d preceding page)
Her work for the first year was confined largely to New Haven and its immediate suburbs, so that she was at home every night and morning.

At the end of the first year she had paid \$300 of the \$600 due the company, and Mr. Elliot said: "Never you mind about the other \$300. Let that go. Sometime when the boy grows up you can pay it back if you want to." But old John Farwell, when she proposed to pay him something on his account in stead of the insurance company, said: "No! You pay up the insurance company, every dollar of it, then you can pay me, if you have anything to pay with."

Alf Taylor did not take the commercial course in the High School, for his mother was determined that, if possible, he should have the advantages offered the sons of Old Eli at the great University which makes New Haven known the world over. In his second year at High School she sent him to the evening classes of a Business College, where he took up the study of stenography. They had a typewriter at home which she had used in the correspondence of her husband before his untimely and tragic death, and by the time young Taylor was through High School and ready to enter Yale, he had a knowledge of shorthand and was an expert typist. After his freshman year he got a position as teacher of shorthand and typewriting in the evening schools of New Haven. This brought him nine dollars a week, ample to pay for his board and clothing, besides giving him excellent practice.

In War Time

It was the spring of 1917 and young Alf was in his senior year at Sheffield, the great scientific school of Yale, where he expected, a few months later, to get his degree of C. E. and go out into the world to build railroads, erect bridges, bore tunnels under rivers and through mountains, and little jobs of that kind to fill in the day's work and make it unnecessary for his mother to hoof it around through mud and snow, in fair weather and foul, digging up insurance.

By the way, this work of Helen Taylor's had been very reasonably successful. There was no great fortune in it, but a good income over all expenses. In the seven years and more which had elapsed since the death of Walter Taylor, she had paid every dollar of his debts and repaid with interest the money her father had advanced.

A tall young man was Alf Taylor, 5 feet 10½, in his stocking feet, straight in the back and active as a young tiger cat. And when President Wilson went before congress and made his great war speech Alf was one of the first to volunteer in the U. S. Engineers, to which old Sheffield sent a goodly delegation. The engineers were in business up to their necks, preparing railway tracks, terminals, steamboat docks, and storehouses. It was a strenuous life from

late June, 1917, until the last gun was fired at 10 o'clock that gray morning of November 11th, 1918. Some of it was dangerous work, all of it was desperately hurried. Only once did Alf see a real fight. That was when the engineers while up in front laying rails for ammunition cars, ran into the fierce drive of the Germans when they turned back General Byng, the Canadian. The Gray wave swept down upon them with a rush and the engineers hurled aside shovels and picks, compass and theodolite, snatched up rifles and bayonets of dead soldiers, helped to man the machine guns and fought as savagely as the Canadians themselves. Occasionally they got a dose of real war as they laid tracks to bring supplies and ammunition up to the fighting line. A German taube, humming far up in the sky, would drop a bomb in their direction, and once a great high-explosive from a German field howitzer splattered Alf with mud and blood as it struck a few feet from him and shattered in fragments a man and the horse attached to a supply wagon.

But the war was over and he came back, bronzed and tough, and took his degree. Helen still writes insurance. I saw her not long since on one of her occasional trips up the river on the lookout for policies. The boy is in the service of a great railroad company and Helen looked prosperous and happy as she ought to look, for in spite of a bad beginning she has made a success of life, this Lady of Quality.

LETTER WRITING CONTEST

(Continued from 5th preceding page)

Teachers from all over the country will come to St. Louis to exchange ideas on the various problems that keep them awake at night. In order to be a good teacher you must, first of all, be a good student. You will then, of course, be glad to hear the opinions of others, to know of their particular troubles, compare them with your own and find a remedy for them.

Has it ever occurred to you that your students either consciously, or unconsciously copy you to a certain extent? Their enthusiasm largely depends upon you. Now, how are you to keep up yours after years and years of dead hard work, unless your whole heart is in it?

When you know all the latest developments in your particular line, its newest phases, you will find it an easy matter to keep your pupils' interest; there is then a greater chance that your school will turn out young men and women of a higher efficiency, better prepared for a business career. This, naturally, will reflect upon your school, the school where they secured their training; and a successful pupil is certain to give due credit to his teacher.

Is there enough pride in you to be that teacher? Are you putting forth your best efforts, even as you tell your pupils to put forth theirs to gain the head of the class? Are you coming to

meet these teachers who try for that honor, or will you lag behind?

Very sincerely yours,

* * * *

By Joseph B. Smith, a student in the
A. & I. State Normal School,
Nashville, Tennessee

FOURTH PRIZE, \$5

To Commercial Teachers, Every
where:

We, as teachers of commercial students, are being held, to a certain extent, responsible for the suffering of the commercial world because of the great lack of efficient commercial employees, such as stenographers, bookkeepers, secretaries, and teachers.

Are we giving to the commercial world A-1 students who have a thorough knowledge of all the modern improvements and revised laws which have been brought to bear upon the business world today? How do we know that our system is the best and latest? How do you know that you are using the best means in order to give the students the best possible instructions?

There can be only one answer: By coming into personal contact with the teachers of other schools and people who have devoted years to handling the affairs and employees of the commercial world.

There is no better medium for this exchange of ideas than through the National Commercial Teachers' Federation; there is no better time to join than now and there is no better time to start visiting the annual meetings of the Federation than December 27-30, 1921, because "Procrastination is the thief of time."

There is no better place than St. Louis, because of her great educational system, river facilities, botanical gardens, and that she is the transcontinental gateway to East and West. There will also be special reduced rates on all railroads.

By becoming a member of the N. C. T. F. and by attending the meetings we not only learn the ideas and systems of other teachers and schools, but we hear lectures from such people as—Mr. Scovill, Professor of Accountancy at University of Illinois, Mr. Ferris, Ex-Governor of Michigan, Mr. Barnhart, Chief of the Commercial Education Service, Federal Board for Vocational Training, and others of similar reputation and experience.

If you are not a member, join today. If you are a member, I am expecting to see you in St. Louis, December 27, 1921.

Yours very truly,

December 15, 1921.

It is certainly a great pleasure to us to see with each succeeding issue of the "Educator" the development in the line of the high ideals of the editor. We do not wish to miss a single copy, and assure you that we shall be looking for a monthly installment of wit, wisdom, and education from Columbus.

L. E. GOODYEAR,
Goodyear-Marshall Publishing Company, Cedar Rapids, Iowa.



Flourishing

Plates by the Late C. C. Canan
Instructions by the Editor

LESSON 3

A review of the previous lessons should be the first act in every period of practice. The most intricate piece of flourishing is made up of comparatively simple lines, and unless each line is graceful and accurate the result will not be pleasing.

The first plate gives the different strokes used in making a quill. The quill pen was used for so many centuries that it is recognized as the emblem of the writers' and flourishers' art, and is, of course, much more graceful than the penholders in use today, even though our present penholders are better for writing and flourishing.

The first stroke of the quill is a long, shaded stroke nearly straight at the start and curving gracefully at the end. Notice that the shade does not begin until the stroke commences to curve. Keep this shade rather light.

Notice that the second stroke of the quill does not extend the full length and is light and nearly straight throughout its length.

Two styles of feathering are shown and this may be varied still more. Do not make the feather part of the quill too wide or too heavily shaded.

Some of the designs in which the quill is a part are given in the second plate. The scroll for lettering should be made first, and the two parts of the quill on each side of the scroll.

Try the designs in different sizes until you can make them rapidly, gracefully and accurately.

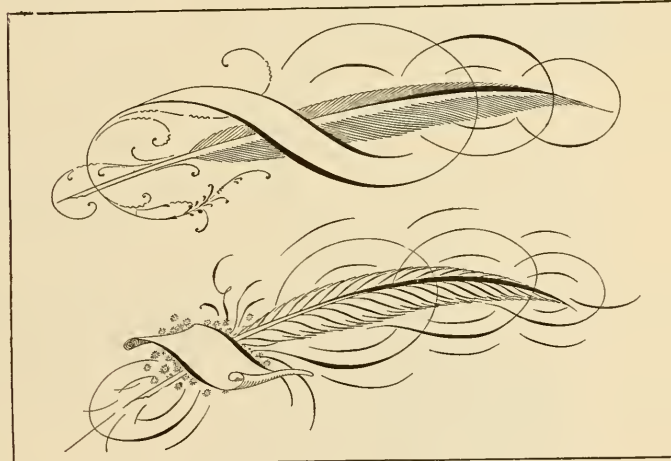
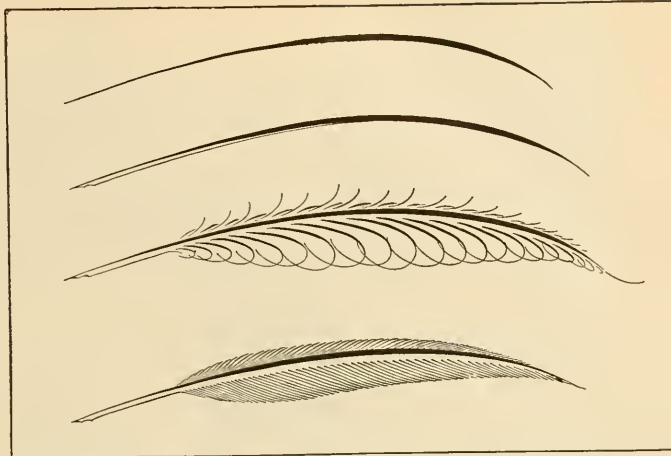
A dime sent with your practice work to the editor will bring you criticisms and suggestions.

J. H. Fries, McPherson College, McPherson, Kansas, one of our good friends and regular clubbers, is on hand at the beginning of the year with a fine list of subscriptions.

W. J. O'Hara, Herington, Kansas, High School, has stirred up so much penmanship enthusiasm that more than twenty of his students are already subscribers to the **BUSINESS EDUCATOR**.

J. W. Jones, who recently bought the Duoglas Business College, Connellsville, Pennsylvania, sends us a list of thirty-eight subscriptions with more to follow. Mr. Jones reports that the year is starting off nicely.

G. W. Kopp, Blinn Memorial College, Brenham, Texas, is helping to put the Lone Star State on the penmanship map. Mr. Kopp writes a strong business style and arouses in his students something of his own enthusiasm for penmanship. His first list of subscriptions this year numbered forty-eight.



W. G. Stephenson, teacher of penmanship in Albany, New York, Business College, followed up the list sent us by Mr. Wauchope a short time ago with thirty-three subscriptions, four more to the Professional Edition. Mr. Stephenson writes the ornamental style attractively, and has the earmarks of a coming penman. Associated with him in the Albany School are **B. C. Bacon** and **T. W. Wauchope**, making a strong penmanship trio.

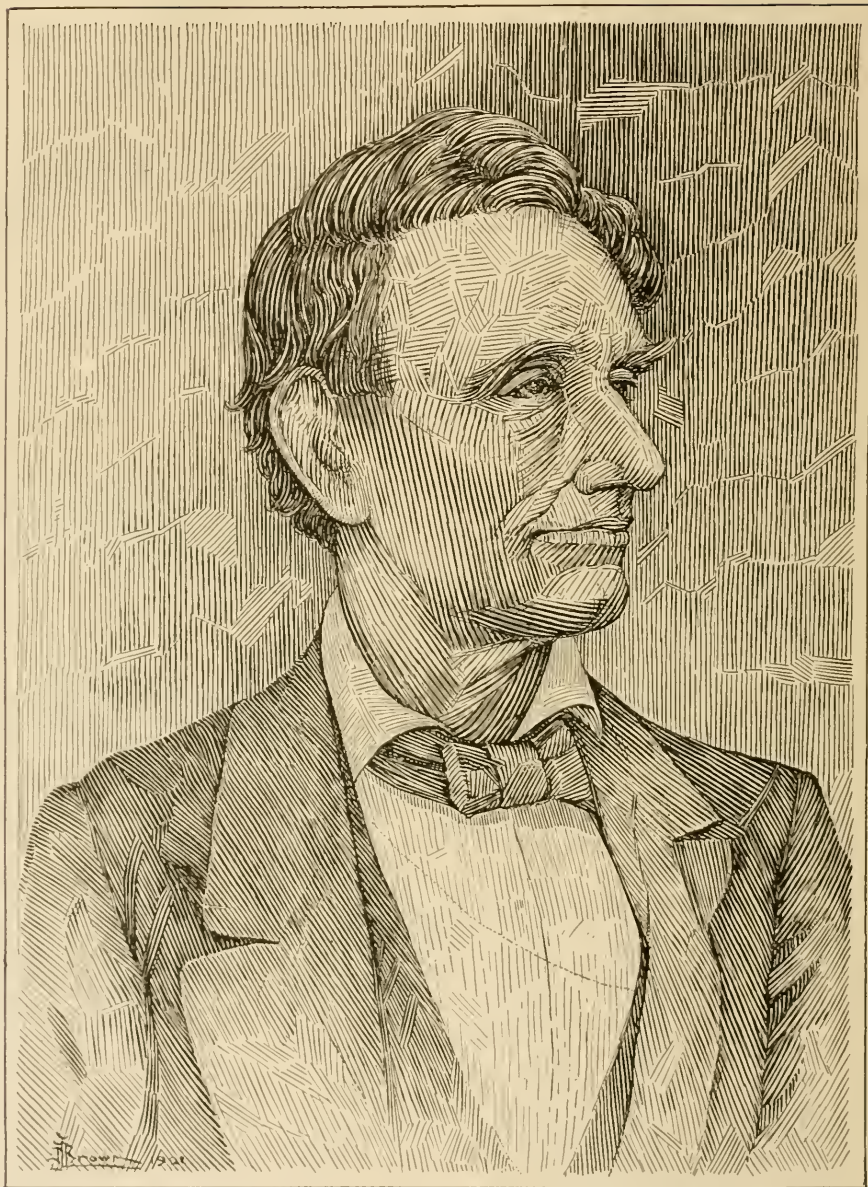
The School of Commerce, Harrisburg, Pennsylvania, sends us a club of subscriptions through **Bertha F. Zimmerman**, Secretary. **D. L. M. Raker**, a former Zanerian, is principal of this school.

J. A. Eubanks, supervisor of writing in Barberton, Ohio, recently sent a number of subscriptions from teachers in Barberton Schools.

A. B. Cox, Steward School, Washington, D. C., reports penmanship enthusiasm very high among his students and encloses a list of twenty subscriptions to prove it. Mr. Cox learned his penmanship through correspondence courses, and his writing is a credit to his teachers. We hope to present a specimen of his writing in an early number. He is also offering some of his work through our advertising columns.

Victor W. Jones, Jonesport, Nev., and **Mary M. Hayden**, Valley City, N. D., are two new commercial teachers in the Carson City, Nev., High School. **F. W. Goff** has been selected to head the commercial work in the San Andreas, Calif., High School.

Miss Ruth Perkins, of Auburn, Maine, is now teaching commercial work in Hardwick, Vermont, Academy.



A splendid example of pen drawing by E. L. Brown. See instructions on following page.

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QUESTIONS

From the Primary Examinations of the Ontario Institute of Chartered Accountants, 1921

Submitted by Geo. L. White, Assoc. Principal, Frederickton Business College, Fredericton, N. B.

Who will be glad to criticize the work of students or to submit correct solutions for later publication.

N. B. These questions should not be beyond the range of the best students in Advanced Accounting.—G. L. W.

1.* Upon closing your cash book at the end of the month it shows an overdraft at the bank of \$4,000.00. Prepare a statement reconciling your overdraft with the balance as shown by the Bank Pass Book. The following items are outstanding:

Check \$95.

Your draft on J. Smith discounted during the month has been returned unpaid and charged by the Bank to your account.

Balance Sheet, December 31, 1919

Assets		Liabilities	
Accounts Receivable	\$ 5,250	Capital Stock Authorized	\$50,000
Plant and Machinery	25,000	Bonds	\$20,000
Goodwill	2,500	Less Discount	1,000 19,000
Inventory	16,000		
Capital Stock (unissued)	10,000		\$69,000
Cash on hand	5,000		
Due by Shareholders on Capital Stock	2,000	Profit and Loss Account	3,250
	\$65,750		\$65,750

Manufacturing Account

Inventory, Jan. 1, 1919:		Sales	\$37,000
Raw Materials	\$ 5,000	Inventory, Dec. 31, 1919:	
Finished Goods	8,000	Raw Materials	6,000
Purchases	12,000	Finished Goods	10,000
Wages	9,000		
Bad Debts	2,000		
Gross Profit	17,000		
	\$53,000		\$53,000

Trading Account

Selling Expense	\$ 3,500	Gross Profit	\$17,000
Plant Repairs	3,000		
Interest on Bonds	1,200		
Salaries	5,000		
Net Profit	4,300		
	\$17,000		\$17,000

Profit and Loss Account

January 1, 1919, Balance	\$ 7,550	Dec. 31, 1919, Net Profit	\$ 4,300
		Dec. 31, 1919, Balance	3,250
	\$7,550		\$ 7,550

The High School of Commerce, Toronto, Ontario, R. H. Eldon, Principal, uses the BUSINESS EDUCATOR in their penmanship classes. Subscriptions received when this is written total as follows: J. J. Bailey 177; A. Hare 73; J. A. Ramsay 162. This is the largest club so far received from any school.

Miss Ethel Mock, of Warsaw, Ind., has been elected to teach commercial work in the Carbondale, Ill., High School.

The Bank has credited your account with \$318.80, proceeds of notes given for collection. Collection charges were \$1.20.

Your deposit on last day of month has not been credited by Bank until the day following—amount \$2,000.00.

The Bank has charged you interest on over draft \$22.50.

2. (a) How would you deal with the subject of Bad and Doubtful debts in the books of account?

(b) How would you deal with an account collected three years after being disposed of as outlined in your answer to (a)?

3. The figures in the following Financial Statement are correct. Redraft the statements, making any changes in form or arrangement which you consider advisable. Give reasons for changes.

* This question, of course, presupposes the keeping of bank columns in the Cash Book. A very proper procedure used in most books of large concerns, though given scarcely any attention in Elementary Bookkeeping in the U. S.—G. L. W.

The Northern Penman, the organ of the Northern Penman Club, has reached us through the courtesy of the editor, R. Iriye, Hokkaido, Japan. This first number has a special cover design by the editor, the English title of the magazine being lettered in an attractive style of Old English. There are several reproductions of business writing, ornamental penmanship and engrossing. Some of the articles are most of the headings are in English.

The magazine is interesting in showing the attention being given to penmanship even in Japan. The letter regarding the magazine is in splendid style of arm movement writing, and Mr. Iriye promises to tell us more of the Northern Penman's Club. We hope to present this in another issue.

Oskaloosa College, Oskaloosa, Iowa, publishes a bulletin containing announcements of their resident and extension courses in various branches. They offer a four year course in commercial subjects leading to the degree of Bachelor of Commercial Science, and a two year course leading to the degree of Bachelor of Accountancy. M. N. Bunker, A. M., Ped. D. C. S. is dean of the college and teaches Political and Social Science.

Donald C. Thomson, Lincoln, Nebraska, is a new commercial teacher in the Kearney, Neb., High School.

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BOOK REVIEWS

Our readers are interested in books of merit, especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

The Technique of Bookkeeping and Accounting, by G. H. Prager, formerly Head of Commercial Department, Gregg School, Chicago. Published by Prager Publishing Company, 950 Edgcomb Place, Chicago, Illinois.

The plan of this book is to reduce bookkeeping operations to formulas. Abbreviations are suggested for different terms used in bookkeeping, and then the different operations are indicated by formulas. The author claims that if the pupil knows, for instance, the formula for proving cash, he will be able to prove cash under any and all circumstances, whereas if he has learned only to combine figures usually found in a certain position he may be confused if he is given a cash book of an unusual form.

Another advantage of the formula is that it makes it very easy and convenient to submit problems for pupils to solve, thus teaching them how to perform the operations of bookkeeping independently of any given figures.

Practical Business English Without Grammar Rules, by O. A. Hoffmann, Milwaukee Business College, Milwaukee, Wisconsin.

The motto of the author in preparing this course is "Learn to Do by Doing." There are one hundred lessons, each explaining the correct use of words and giving many sentences to be completed with the proper word. The lessons are intended for business college classes and teach not only correct grammatical usage but distinctions between synonyms and words frequently confused.

These lessons should be very valuable as a review of English for stenographers and others who find it necessary to use the English language with exactness and discrimination. Business college proprietors and principals will find this course particularly valuable in providing specific training in the essentials of correct English.

Business English and Correspondence, by Roy Davis, Professor of English, Boston University College of Business Administration, and Clarence H. Lingham. Published by Ginn & Company, New York City. 400 pages. Cloth cover.

Business English and Correspondence are today an accepted part of the curricula of the high schools of the country. This book has been prepared to meet the present requirements in these subjects. It is a thorough revision of the first edition and includes also several new chapters and in abundance of new exercises and illustrative material.

The book emphasizes the import-

ance of correct and forceful expression. The work is presented in such a way that it should arouse and retain the pupils' interest.

Some of the most important chapters are as follows: Principles and Application of Grammar, Punctuation, Spelling and Use of Words, The Fundamental Principles of Rhetoric, The Form of a Letter, Letter of Application, The Buying Letter, The Selling Letter, The Letter of Introduction and The Letter of Recommendation, Complaints and Adjustments, Credits, Collections, and The Advertisement.

M. J. Edwards, President of Platte Valley Commercial College, Scottsbluff, Nebraska, reports an excellent enrollment this year and has added two new teachers, Miss Agnes Wilson, formerly with the Bets Business College, Arkansas City, Kansas, who will have charge of the Shorthand Department, and S. K. Combs, of Hardin, Kentucky, will have charge of penmanship and bookkeeping.

Miss Viola Cannon is a new commercial teacher in the Medicine Lodge, Kansas, High School.

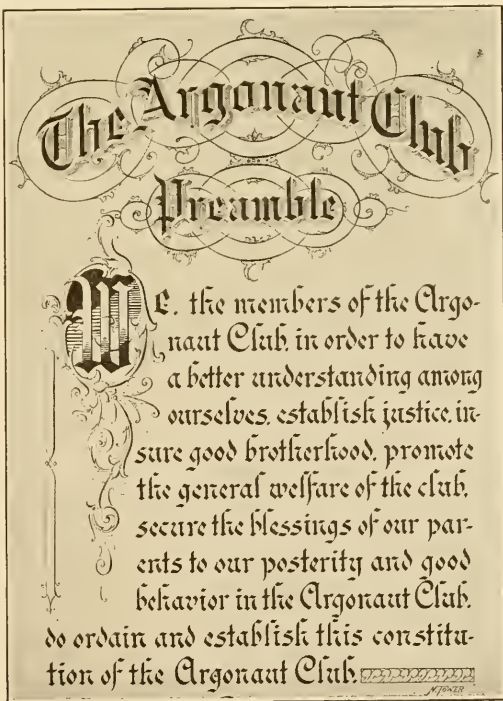
Miss Edith Peters, of Neoga, Ill., is a new commercial teacher in the Long View, Ill., High School.

Una Nicoll has recently been appointed commercial teacher in the Coalgate, Okla., High School.

Christian C. I. Oehler, recently with the Littleford School, Cincinnati, is now a member of the staff of the Cincinnati office of Haskins & Sells, Certified Public Accountants.

Ray M. Minott, for several years commercial teacher in the High School at White Plains, N. Y., has recently accepted a position with the High School of Commerce, New York City.

D. A. O'Connell, of Le Sueur Center, Minn., favored us with some of his elegantly written ornamental cards, which shows that he has quite a command of the pen. His cards are neat and worthy of a place in any penman's scrap book.



A specimen of plain engrossing, neatly and skillfully arranged and executed, by Norman F. Tower, Barnes Business College, Denver, Colo. Mr. Tower attended the Zanerian in 1819.

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Gross	Errors	Net words a minute
2078	0	69

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SPANISH

Pitman's Commercial Spanish Grammar. By C. A. TOLEDANO. 246 pp. Cloth, gilt. Price \$1.50. This book contains in its exercises and conversations an abundant commercial phraseology, and at the same time a thorough treatise on Spanish Grammar. It is both a practical commercial grammar and a complete grammar of the Castilian language, written by a competent master as well as a commercial man of long experience.

Manual of Spanish Commercial Correspondence. 328 pp., cloth, gilt. \$1.65. By G. R. MACDONALD. Contains an extensive selection of commercial letters in Spanish and English, with footnotes, carefully graduated, explaining commercial terms with which the reader is likely to be unacquainted.

Pitman's Commercial Correspondence in Spanish. 267 pp., cloth, gilt, \$1.35. The increasing importance of a study of the Spanish language has induced the Publishers to issue an edition of their successful work, "Commercial Correspondence" (already published in English, French, and German) in that language. The work gives all the letters contained in the other editions, and there is, in addition, a full account of the Spanish Weights and Measures and the Spanish Coinage.

Spanish Commercial Reader. By G. R. MACDONALD. Cloth, 250 pp., \$1.35. These commercial readings in Spanish are specially adapted for students preparing for examinations or for a commercial career. Guided by a long experience of teaching, and knowing the special requirements of such examinations, the author has arranged a selection of some seventy articles dealing with commercial subjects of every description.

FRENCH

Pitman's Commercial French Grammar. By F. W. M. DRAPER, B.A., B. es L. 158 pp., cloth, gilt, \$1.10. In this book French grammar is taught on normal lines, with the addition that all grammatical points are illustrated by sentences in commercial French.

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Pitman's Commercial Italian Grammar. (Just published.) By LUIGI RICCI, Professor at the University of London. 152 pp., cloth, gilt, \$1.35. The author of this book has written several other educational works on the same subject, and has had many years' experience in practical teaching.

A Practical Grammar of the Portuguese Language. By C. A. and A. TOLEDANO. 325 pp., cloth, \$2.00.

PORTUGUESE

Abridged Dictionary of the Portuguese and English Languages, Including Technical Expressions of Commerce and Industry, of Science and Arts. By H. MICHAELIS. 783 pp., cloth, \$5.35. Pitman's International Mercantile Letters. English-Portuguese. Cloth, gilt, \$1.35.



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VOL. XXVII

PROFESSIONAL EDITION, \$1.50 A YEAR
March, 1922

No. 7

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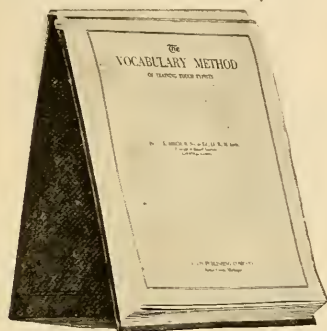
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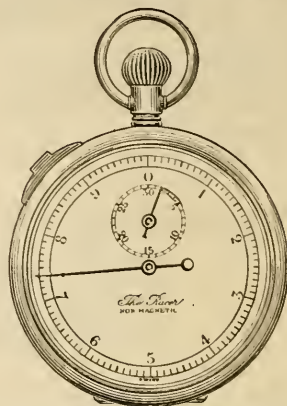
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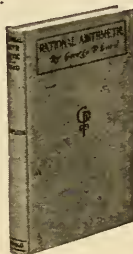


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An Appeal to Common Sense

THE "oldest Pitmanic system" has brought the fury of the light-line advertising Juggernaut upon its head. Far and wide the tale of wrath is spread. In a series of all-enveloping editorials, leaflets, and newspaper advertisements, admirably illustrated by an amazing wit, comes a well prepared account—the work of a genius—of our misdeeds.

Comically enough, in one of the editorials, after indulging in an annihilating tirade, the writer tells how our evil ways have taught him to philosophize, but we fear, to take the luxury of a quotation—"there are more things in heaven and earth, Horatio, than are dreamt of in your philosophy."

Well, we are not humorists, but perhaps the moment is opportune for a brief statement of one or two facts, plainly put, that will show how little importance is to be attached to these embittered attacks. The only importance we attach to them is that they indicate a vital necessity for temporizing while significant facts are ignored. Attacks of this kind scarcely seem worth dignifying by replying to them, but we think they call for an exposure in order to prevent the public being deceived to any degree by such highly distorted half-truths.

Isaac Pitman Shorthand, represented by Benn Pitman, was established in America in 1852. It was not until 1890 that Mr. Clarence Pitman brought the claims of Isaac Pitman Shorthand proper to the attention of the American public. Mr. Gregg came to this country in 1893. Thus it is seen that both of the systems have been established here for about thirty years. Everyone interested in shorthand knows how little boosting Isaac Pitman has received at the hands of its promoters during these thirty years. New York City became the home of the system, and when we say that the merit of the system has been the sole reason for its adoption and retention in practically every one of the New York high schools, the teachers are the best judges of the truth of that statement. The almost

entire absence of propaganda on behalf of the system in all other parts of the country can also be vouched for by teachers. How strenuous the efforts of the light-line promoters have been, and the enormous cost involved is well known. But with it all remains the uncomfortable fact that over ninety-three per cent of the New York City day and evening high schools teach Isaac Pitman Shorthand.

The vituperation we receive at the hands of our friends, the enemy, includes a profession of horror at the "elastic ethics" that permit us to advertise that nearly all the reporters of the country are Pitman'ic' writers, that is to say, they do not write pure Isaac Pitman. Because of this an assertion is made that Isaac Pitman is a poor reporting instrument. Well, we are proud of the fact, and we want everybody to know that 91 per cent of the members of the National Shorthand Reporters' Association are Pitman'ic' writers, that 92 per cent of the reporters of Washington, D. C., are Pitman'ic', that the entire corps of official reporters in Congress are Pitman'ic', and that fourteen out of the sixteen International Shorthand Contests have been won by Pitman'ic' writers.

We are proud because the principles laid down by the late Isaac Pitman have been proved to contain above all others the essentials of high speed and accurate writing, and have formed the basis on which the forty-one different adaptations of Pitman Shorthand have been built up. Like electricity, radium, or most of the discoveries and inventions which have taken their role in the world's affairs, the fundamental principles worked out by Isaac Pitman, and used in all the Pitmanic systems, have permitted constant expansion and development. Isaac Pitman Shorthand, as it is known today, is the result of improvements suggested from time to time by writers and teachers of the system, with the result that with the Centenary changes going into effect in 1913, we can say that we have a system that is based upon the soundest shorthand principles yet conceived, and that is the most modern in their application. It might be pointed out that Gregg Shorthand is but one of the many systems based upon the light-line method of the Abbe Duploye, which can be traced to an age considerably before that of Isaac Pitman. How many changes have been made in Gregg Shorthand since Mr. Gregg brought it to the country in 1893? Which, then, is the more "antiquated," Gregg or Isaac Pitman?

**"Eighty-four
Years of Vigorous
Advertising"?**

**"The Difference
'ic' Makes"**

(Continued on page 38)

THE *Business Educator* COLUMBUS, O.

VOLUME XXVII

COLUMBUS, OHIO, MARCH, 1922

NUMBER VII

PENHOLDING FOR SHORTHAND

In her excellent article in this issue, Miss Helen Evans calls attention to the importance of correct pen holding for rapid shorthand writing. You will note that in her class work she insists on the correct method of holding the pen from the first lesson.

Experience with stenographers as well as in the school room convinces the editor that this subject receives less attention in proportion to its importance than any other element of shorthand writing. Since the aim of shorthand is rapid writing, it is essential that the student be taught how to hold the pen or pencil so that rapid writing is possible. Of what avail is it to teach the principles, phrases and shortcuts of any system of shorthand and then send out graduates cursed with awkward habits of holding the pen which make it impossible for them to write rapidly?

Pen holding is more important for speed than the second half of any shorthand text book published. Teach pen holding in your shorthand classes even though it is necessary to omit half of the lessons.

THE CONTEST ANNOUNCEMENT

Be sure to read the announcement of the Penmanship Contest given on the B. E. Stars page this month. Schools, teachers, and pupils should all enter in this contest. Be sure to mail your specimen in time. In the first Contest which closed November 15, several fine lists of papers were received about a month after that date. No paper can be considered which does not reach our office before six o'clock P. M. on April 15. Better begin now to prepare your work and mail it to us as soon as it is ready—no later than April first.



IRVING R. GARBUTT
Director of Commercial Education, Cincinnati,
Ohio; President, Public Schools Dept.



E. W. ATKINSON
State Teachers' College, Maryville, Mo.
Chairman, The Business Round Table

Here are two fine-looking, hard-working officers of the National Commercial Teachers' Federation, who will build the 1922 programs for their sections. Their photographs were not at hand when the February number was printed.

George L. White, penman and teacher in the Frederickton, New Brunswick, Business College, who has contributed several times during the last year to the **BUSINESS EDUCATOR**, recently passed the examination of the New Brunswick Institute, Chartered Accountants. This, we believe, corresponds to passing the State examination for the C. P. A. examination in the United States. We congratulate Mr. White and the School in which he is a teacher.

Mary B. Sayles, who has been teaching for some years in the High Schools in Salt Lake City, Utah, is now teaching penmanship in Washington High School, Milwaukee, Wis. Miss Sayles attended the Zanerian in 1921, and also spent about two weeks here just before taking up her new duties. She is a splendid teacher of Penmanship, and will no doubt help to secure still better results in the Milwaukee Schools, where Penmanship in all grades is as a rule taught unusually well.

Norman Tower, whose engrossing was reproduced in our February number, was the victim of a number of mistakes made by the editor, aided by the printer. An extra initial was inserted in his name. The name of the school was given as Barnes Business College, instead of the Barnes Commercial School, and it was stated that he attended the Zanerian in 1819, whereas the correct date was 1920. Our sincere apologies are due Mr. Tower and our readers for these mistakes.

J. W. Brown, Treasurer of the Virginia Commercial College, Inc., Lynchburg, Virginia, writes us that D. R. Santos, whose testimonial appeared on this page in our January number was never the Principal of this school, and has had no connection with it whatever since early in December.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
HORACE G. HEALEY - - - - - Contributing Editor
E. W. BLOSER - - - - - Business Manager

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to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The **Business Educator** is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



HELPFUL WRITING LESSONS

By RENE GUILLARD

5247 Jefferson Street, Philadelphia, Pa.
Penman, Banks Business College

YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS FOR MARCH

This month I am presenting a few abbreviations that are often used, and suggestions for name combinations. I have found in my teaching that easy combinations such as presented in Plates 53 and 54 are very valuable and are an improvement on so much

of the compact movement drills which are generally given.

Plate 59 is a slight deviation from the regular standard but try them out. I believe that you will like them.

I have received some excellent work from Mr. Daily of York, Pa., Miss Ely of Los Angeles, Mr. Garman of

Akron, Ohio, Mr. Tinch of Cleveland and Mr. McDowell of Connellsville, Pa. Some of it is so good that I hesitated to put my work down beside it.

There is one way to improve your writing—practice intelligently and do an immense amount of work.

51 Mo. Mo. Mo. Mo. Mo. Mo. Mo.
No. No. No. No. No. No. No.
Nov. Nov. Nov. Nov. Nov. Nov. Nov.
May May May May May May May

Plate 51. This is an easy lesson. See with what ease you can do it. The small *v* which is found in *Nov.* usually very difficult. The student must pause at the top for an instant before making the small retrace.

52 N.Y. N.Y. N.Y. N.Y. N.Y. N.Y.
Lo. Lo. Lo. Lo. Lo. Lo. Lo.
Pa. Pa. Pa. Pa. Pa. Pa. Pa.
La. La. La. La. La. La. La.

Plate 52. The *NY* combination is probably the most difficult thing on this plate. Notice that the last part of the *N* and the first part of the *Y* resemble a large small letter *r*.

Are You Working for a B. E. Penmanship Certificate?

Ask Your Teacher About It



⁵³ ab ab ab ab ab ab ab
 ub ub ub ub ub ub ub
 Ib Ib Ib Ib Ib Ib Ib
 Ob ub Ib ab Ob ub Ib ub

Plate 53. This is a good plate. I use these combinations for my class work very often. It is a result getting plate. Practice these combinations—they are very good. See with what ease you can do it.

⁵⁴ aad aad aad aad
 eee eee eee eee eee
 Eee Eee Eee Eee Eee
 aeb aeb aeb aeb aeb

Plate 54. This plate is another that will give results if dwelt upon. Sit back and do it easily. If it is not done easily it is not done well.

⁵⁵ Alloun O.C. Adams O.C. Cramer
 W.C. Brown Tom Sawyer C.D. Moore

Plate 55. These are easy combinations. I will again advise you to do it easily. My belief is that this is the most vital instruction ever given to students of writing. Do your best easily with pure fore arm movement.

⁵⁶ H.P. Lorimer J.C. Kearns
 J.P. Doner R.H. Gunner
 J.P. Larner

Plate 56. The letter P in the first signature is a different style from what we have had. It is well for one to become acquainted with the different styles of letters. Notice the two flourishes under the names I. P. Doner and R. H. Gunner. They were done with the greatest ease possible. Try them. They are as easy as they are graceful.



57 *F. A. Walmsley* *A. C. Farmer*
E. J. Kramer
J. H. Pousau *J. L. Krummer*

Plate 57. Nothing ever comes to the one that merely waits—it comes only, as a rule, to him who goes after it. The copies in this plate seem very hard—go after it!

58 *R. Guillard* *C. E. Doner*
H. L. Darner
C. C. Canan *S. M. Blue*

Plate 58. All these men whose names appear on this plate are Zanerians. Mr. Canan became one of the greatest penmen in the land. Mr. Doner, Mr. Blue and Mr. Darner were made instructors in the school after they graduated and have all gone out and made grand successes. The other is just a humble servant in the vineyard.

59 *A. Lupper* *S. C. Bartow*
A. W. Ransom *A. W. Blasler*

Plate 59. This plate may baffle you but don't give up. There is a little shade on them. In combinations it is not necessary to have all capitals the same size. These are names of five very fine penmen.

The Business Educator
Cincinnati, Ohio

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

A rapid business alphabet and a well-written address, from the pen of A. M. Wonnell, Cincinnati, Ohio.





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TRAINED
Penmanship
Teachers
ARE IN
DEMAND

ZANERIAN COLLEGE OF PENMANSHIP
COLUMBUS, OHIO.

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C. C. Conner

A. W. Dakin

D. M. B. C.

H. W. Flickinger

H. J. Darnes

Charlton V. Howe

W. E. Dennis



Signatures of famous penmen. Can you work out something equally attractive for your name, and then write it as skillfully?

Mills' Masterly Lessons in Business Writing

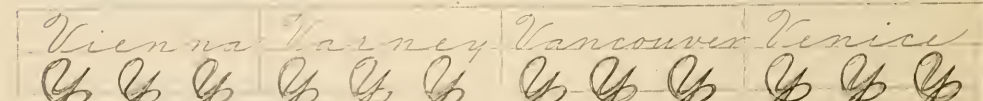
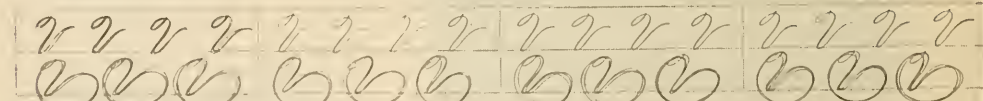
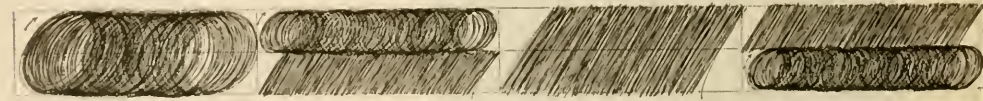
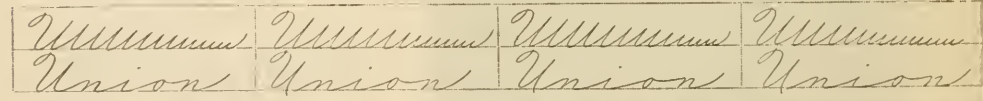
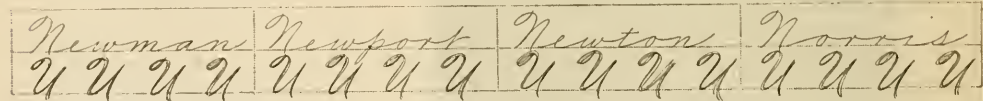
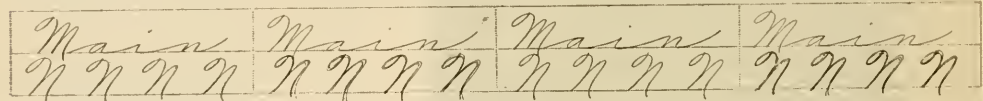
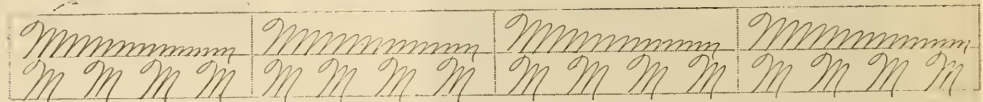
When the BUSINESS EDUCATOR absorbed the Business Journal about five years ago, there came into our possession the plates of a number of courses in Business Writing that had appeared in the Business Journal, and in the Penman's Art Journal. Several of these courses were unusually fine, especially those by E. C. Mills, Rochester, New York, who has no superior, and few if any equals,

in preparing Free Hand Business Writing for the engraver. The work presented below is some of these lessons. In the following lessons other plates will be presented. We think both teachers and students will be pleased with these specimens of writing.

Students who began school in February may wish to begin with this course of lessons. The series will be

brought to a close with the June number, but other supplementary copies will be presented next year.

It should be explained that the editor alone is responsible for the arrangement for these plates. They may not all be taken from the same course of lessons, and it is possible that occasionally a plate from some other penman besides Mr. Mills might be inserted.





Y Y Y Y	Y Y Y Y	Y Y Y Y	Y Y Y Y
Young	Yours	Yancy	Yours

BBB B B B B B	B B B B B	B B B B B
Boon	Banner	Barn

²⁹ Muscular movement in writing. Mo.

³⁰ Naming & Quinby, Boston, Mass.

monument monument monument monu
vintment vintment vintment vintment
pantomime pantomime pantomime pan
pandemonium pandemonium pandem
maximum maximum maximum max
pronunciation pronunciation pronuncia

G.B.W. I.M.K. O.P.B. C.E.C. F.W.H.W.
W.M.D. I.W.P. A.H.H. L.M.H. C.C.C.
S.K.W. J.D.B. W.W.M. G.W.B. S.D.H.
C.E.B. C.Y.P. C.H.K. B.E.T. W.W.W.
D.W.K. C.H.G. A.R.M. C.W.F. F.W.V.K.
J.D.G. F.W.K. S.K.B. J.G.L. P.M.W.
D.D.M. O.D.F. W.M.M. E.E.M. G.W.D.
D.E.R. W.E.S. C.H.K. F.B.G. J.A.W.T.
J.M.G. G.B.J. J.M.F. J.E.S. W.L.S.

Speedy Forms

The fact that the speed, legibility and ease of business writing depend upon one's choice of letter form, has received too little thought from publishers and teachers of writing. It has been put aside by the superstition - individuality.

You can, as truthfully argue, that, because of your personality, you can run around a city block faster than you can thru it "via" the alley as to say, for instance, that you can make this B faster than this B, this C faster than this C, or this F faster than this F, etc., in ordinary writing. The same is also true concerning the legibility and ease of these styles.

The above applies with equal force to some figures and to some small-letter styles. This 2 is easier, plainer, and more rapid than this 2; while this x is more rapid in words like "excuse" than this x, which one must go back to to cross.

Finishing capitals below the base line slackens one's writing speed. Compare, without prejudice, the following: May. May; An. An; King, King. While doing so, bear in mind that small writing is easier and speedier than large; and that beauty and grace are of secondary importance in business writing.

G. D. Griest
1911



Teacher's Professional Edition (Supplement)

Pages 17 to 28, Inclusive

INTRODUCING STUDENTS TO SHORTHAND

Do you remember Mr. Gregg's story of how he first became interested in shorthand through seeing a stenographer writing the sermon one Sunday morning? Similar stories are told of many other shorthand writers and doubtless many of the readers of this paragraph have had the same experience.

Isn't this the best way in which to introduce the subject of shorthand? If it is, then the first day of school before giving the pupil a text book or telling him anything about shorthand, the teacher should sit down at the table and write from dictation at a good rate of speed. Let the pupils see what the shorthand writer is expected to do. Demonstrate to them that the teacher can do what he is trying to teach. Give them a mental picture of rapid writing which will stay with them and inspire them all thru their study.

Could anything be more discouraging than to introduce such an interesting and wonderful subject as shorthand by giving the pupil a book and saying to the class, "Read and study the first lesson, write one line in your note book of each outline given, and copy the shorthand at the end of the lesson ten times. Be sure to learn the rules for the vowels and joining the characters."

This may be an extreme case and yet we wonder how many students each year are given an introduction to shorthand which chills their enthusiasm and makes it almost impossible for them ever to become expert.

The Teachers' Professional College, Washington D. C., publishes an attractive catalog under the title, "The Professional Teacher." This school offers courses leading to degrees and makes it possible for teachers who have not had college training to fit themselves for higher positions through correspondence study.

E. C. T. A.

At the St. Louis meeting very cordial invitations to attend the meeting of the Eastern Commercial Teachers' Association, which is to be held at Trenton, N. J., April 13, 14 and 15, were extended by President D. A. McMillan, Newark, N. J., and John E. Gill, Rider College, Trenton, N. J. Some of the meetings of the Association of Rider College, and all who attend are assured of a splendid program and an enjoyable time.

(The following paragraphs are from President Grant's address at St. Louis.)

THE FEDERATION FINANCES

No business institution can achieve high success without sufficient income to meet expenses in keeping with the aims and purposes of the organization. This is true whether it be a business house, a college, a church, or a teachers' association. Adequate capital is always necessary to produce a great institution.

This Federation has been in existence for nearly a quarter of a century and yet there has been no consistent effort to establish a permanent revenue-producing fund. The Federation is now entirely solvent and derives some income from a surplus fund acquired in recent years, but from time to time in the past our surplus funds have been depleted, and the Federation has had to depend entirely upon the receipts from membership dues, and from the sale of advertising and exhibit space.

We have, in this Federation of commercial educators, a great organization, but, due to a lack of adequate funds, it is prevented from doing the most effective work for the cause of commercial education. In my judgment, the time has come when we should take definite steps to increase the Federation's income and lay the foundation for an organization that will be in harmony with the position that business training occupies in our educational system.

Many of our great colleges and universities that started with small endowments can, through the generosity of friends, point to productive funds amounting to millions of dollars. There is Harvard University with her endowment of forty-three million dollars; Columbia, with thirty-five million dollars; University of Chicago, thirty million dollars; Leland Stanford University, twenty-four million five hundred thousand dollars; Yale, twenty-four million dollars; Massachusetts Institute of Technology, seventeen million six hundred thousand dollars; Cornell, sixteen million dollars; Johns Hopkins, fifteen million dollars—yet these great institutions, important as they are in their field, are relatively of no greater importance than the organization here assembled. We are, in a true sense, conducting a great university of four days' duration each year. Our students come from practically every part of the country. Our instructors are among the leaders in their lines, and some have no known superiors in all the world. Surely a university of this type—The National Commercial Teachers' Federation—should es-

tablish at once a permanent productive fund, and take such action as will increase this fund from year to year, so that our association may contribute its full share toward progress in practical business education and toward the advancement of the commerce of our country throughout the world.

With this in mind, I recommend that this matter be referred to your executive committee for such consideration and action as may be deemed advisable.

On recommendation of the Executive Committee, the following amendment to Federation By-Laws was adopted December 28, 1921.

By-Laws XVI, Permanent Fund

A National Commercial Teachers' Federation Permanent Fund shall be established, from which the income only may be used, and it shall be the duty of the officers of the Federation to take such action as will result in an increase in this fund each year. The Executive Committee may direct the treasurer to transfer such funds or resources of the Federation as they deem advisable to the Permanent Fund, and any funds so transferred cannot be withdrawn or used for any other purpose unless authorized by a two-thirds vote of the members present at any regular Federation meeting.

L. L. Kerney, formerly a teacher in Rasmussen Business College, St. Paul, Minnesota, and before that a teacher in the Elyria, Ohio, Business College, recently bought the Port Huron Business University, Port Huron, Michigan, from W. A. Turner, who has conducted it successfully for several years. We wish for Mr. Kerney a continuation of the splendid success the Port Huron Business University has had, and for Mr. Turner a well-earned relief from responsibility.

Mrs. Gladys D. Densmore, of South Portland, Maine, is a new commercial teacher in the Gloucester, Mass., High School.

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Paul A. Carlson.	
Helen W. Evans.	



MENTAL MEANDERINGS

By CARL MARSHALL
South Pasadena, California

The Three Big Qualities

I have been taking a long backward look through the years to the teachers

I have known, to try to bring before me the ones whom I especially loved and respected, and who helped me most. I have been trying to remember just why it was that these teachers were my favorites.

The result of this survey leads me to the conclusion that there are just three big indispensable qualities entering into the make-up of a star teacher. First in this list comes good nature, which includes cheerfulness and a sense of humor, and excludes fits of temper, prejudice, unfairness and every form of injustice or cruelty. It is this quality that makes the child feel that his teacher is really a fellow being, and not a natural enemy. What clouds of incidents come to my mind where this quality shone out in the teachers that all of us loved!

Next on the list, I shall call Personality, although it is rather more than that. I mean the possession of that steady-running dynamo of moral and personal energy that makes the teacher the master and leader. There will be no petty disorders or insubordination in a school where there is a teacher endowed with that kind of power. Challenging his rule is simply a thing that isn't done.

The third great ingredient (perhaps it should have been named first) is Sincerity, the quality that sets Truth before everything else, that scorns all cant and humbug, and pedantic posing or bumptious bullying.

With these three qualities you will have both the love and the respect of your pupils, and you must have both of them if you are to live in their grateful memories. It is not brilliance or scholarship or good looks that give a teacher power, but CHARACTER.

The New Child Most of us can recall the days when we first began to hear about the new woman. That has been so long ago that many of the types of the lady in question have become (consciously) old women, no longer do their ways startle us. We have become calloused to the woman who goes about the streets in khaki breeches and other masculine togs, doing all manner of man's work from hawking street cars to breeding thoroughbreds; to the one who practices law or medicine, runs for office, makes speeches on every subject from Browning to birth control, or

sits cross-legged in a cafe perking up her chin and puffing a cigarette as she discusses politics or the stock market.

But the new woman (I rather think she is mainly responsible) has projected into our midst another novel personage, the one that forms the subject of this present disquisition. The world is confronted with a NEW CHILD! The youngster of today from the age of six to sixteen, is no more like the subdued and unobtrusive child of fifty years ago, than is the new-fangled grandmother in her short skirts and sport hat and pince nez, like the dear be-spectacled old ladies of my boyhood who used to sit in their bombazines and frilled caps while they discoursed one with another as to the best ways of preparing brandied peaches.

In my youth, the indispensables of a well-ordered boy or girl were modesty, obedience, industry and reverence for our elders. Not that more than one in a hundred of us attained to perfection in either of these fundamental virtues, but at least they were inculcated vigorously both at school and at home, and our lapses, no matter how frequent, occasioned us more or less wholesome worry of conscience. It never entered our souls to flout and scoff at the fundamentals of our moral code, unless we were given up to be utterly abandoned. But is the child of today being nourished on this kind of substantial moral food? Very obviously, the answer is, "NO." Observation of the language, dress, manners, and social reactions generally, of the average youngsters one meets in the street, in the home, at the school, at theatres and other public places, reveals a type of children as different from those of the last generation, as though they had been reared on a different planet. The modern child is curiously sophisticated and self-sufficient. He knows ten times as much about life as did his grandparents at his age but it is not the knowledge that makes for wisdom. He has acquired a sort of impish maturity that makes him blasé as to virtues and openly contemptuous of authority, whether of the home, the school or the police. So wide-spread has become this evil of delinquent youth that practically every community in the country has had to establish juvenile courts and reform schools to take care of our lawless boys and girls. A generation ago, these were unknown. It is further true that the bulk of serious crimes, burglaries, robberies and even murders, are committed by boys not beyond their early twenties.

In fact the New Child is not performing either pleasantly or profitably. Why? The reason is not biologic. We are not in the presence of any epidemic of youthful degeneration. The trouble is purely and obviously educational. If we would grow men and women of dependable morals and conduct, we must return to the discipline, homely ideals, and wise physical and moral restraints by which our children were protected a generation or so ago. Both the school and the home have been demoralized by a mushy sentimental propaganda which has proclaimed noisily that the child "must have liberty," that he "must be allowed to develop spontaneously," and that above all, his "will must not be broken." Weak and unthinking teachers and parents have interpreted this to mean that the youngster should be allowed to do about as he pleases. Enough of "liberty" and "unrestrained development" will come pretty near to ruining the best child that ever lived. And no child will be injured by "breaking his will," when his will is to do wrong. Unless we are to allow our children to grow up to be selfish and self-willed egotists and reckless law-breakers, we must get rid of a lot of this, "advanced" educational (so-called) nonsense that has been haled out by the nutty child-studists, and get back to safe principles. Training a child in the fundamentals of human life is a common sense job that is not aided much by theoretical elaboration, and in my humble opinion, was better understood by our grandmothers than by the whole tribe of modern "child specialists," most of whom never have had to do with a real child of their own. Also in our schools, there needs to be more stress placed on the old-fashioned homely virtues and on the fundamentals of religion, at least as far as the Golden Rule and the Sermon on the Mount.

But more than this, we need more real earnest mothers with the fear of God and the love of their children in their hearts, and fewer "new women" who busy themselves with clubs, associations, committee meetings, uplift work, and other fashionable means of self-exploitation, while the home is locked up, and the children are either at the movies or chasing about the streets.

Let us give the New Child a square deal so that we may have better children, even if they are not quite so "new."

Are the Movies Educational?

Mr. Arthur Brisbane, who has the job of serving up mock wisdom for the readers of the Hearst papers, recently wrote in his best dogmatic style, "The moving picture is today the biggest educating force in the world." He would have been much nearer the mark had he written that the moving picture is our greatest substitute

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Department of

PUBLIC SCHOOL WRITING

OUTLINES AND SUGGESTIONS FOR TEACHERS AND SUPERVISORS

By H. A. Roush, Wilmington, Del., High School

This series will continue through the year, and will cover the work in all grades. Mr. Roush is a skillful penman and an experienced teacher of penmanship. His suggestions for teaching penmanship will, we are sure, be of interest to supervisors and teachers everywhere.

POSITION

Position should receive first attention because it concerns Health, as well as Efficiency in writing. Good movement and speed in writing are built upon correct posture as the foundation. It is fortunate that the efficient position is also the healthful one.

Position is considered under the following divisions:

Position of the Body, for Health and Efficiency. The pupil should sit squarely in front of his desk. Feet should be flat on the floor, uncrossed, and neither pushed out in front of the seat nor drawn back under it. Back should be straight, bending forward from the hips. Pupil should not lean against the desk. Shoulders should be level, head erect, eyes from twelve to fifteen inches from the paper. See Illustration in the Manual.

Position of the Arms and Hands, for Efficiency. Both arms should rest on the desk on the muscles in front of the elbows. The elbows should be held a slight distance from the sides of the body and should project just over the edge of the desk. The forearms should be bent at about right angles to the upper arms. The right hand should hold the pen, while the left hand should hold the paper above the line of writing. See Illustration in the Manual.

Position of the Hand and Pen, for Efficiency. The first finger, slightly curved, should be placed on the pen. The thumb, bending outward, should rest against the side of the penholder about opposite the first joint of the index finger. The holder should cross the second finger near the root of the nail, and should cross the first finger near the knuckle joint. The pen should not be tightly gripped in the hand. The wrists should be tipped slightly upward, thereby causing the top of the holder to point somewhere between the elbow and shoulder. The third and fourth fingers should be bent slightly backward, forming a movable rest on the tips or nails. All of the fingers should be slightly curved and held together. The wrist and side of the hand must not touch the paper. The pen should be turned so both points will touch the paper evenly when making the down stroke on proper slant. See Illustration in the Manual.

Position of the Paper, for Efficiency. The paper should be placed on the desk slightly to the right of the middle of the desk. The lower left corner should point toward the center of the body. It should be held by the left hand above the line of writing and pulled to the left about twice when writing across the line. As the writing proceeds toward the bottom of the paper, it should be pushed upward on the desk by the left hand. It is best to keep the writing directly in front of the eyes. See Illustration in the Manual.

REPORT OF THE RESOLUTIONS COMMITTEE

The National Commercial Teachers' Federation in its twenty-fourth annual convention, now assembled in St. Louis, Missouri, declaring its supreme faith in educational endeavor in general and commercial education in particular, and believing that its ideals may be developed by an exchange of ideas between the men and women engaged in the work, and with full appreciation of its opportunities in this great commercial country, and feeling as keenly its obligations in the presence of these opportunities, therefore BE IT RESOLVED:

1. That we express our high appreciation of President Robert A. Grant and other officials of the Association for their faithful efforts during the past year and to the local committee on arrangements for the entertaining program it has furnished, and for its uniform courtesies. To Mr. Harlan Eugene Read, the Chairman of the Committee, we express special thanks, and we esteem it a mark of unusual recognition and courtesy to have had present in person the Hon. Henry W. Kiel, Mayor of St. Louis, who delivered to us a sincere, unpretentious, hopeful address of welcome, and to the Hon. Charles M. Hay, attorney of St. Louis, and to Mr. Ralph B. Wilson of Wellesley Hills, Massachusetts, and to ex-Governor Woodbridge N. Ferris of Michigan, we pay tribute for their outstanding addresses.

2. That we look with great favor upon the united efforts and democratic spirit of this Federation and declare that this should continue.

3. That the development of even higher standards in commercial education in every respect is imperative.

4. That we pledge our assistance and urge the co-operation of all commercial teachers in carrying out the program for the promotion of vocational commercial education undertaken by the Federal Board for Vocational Education.

5. That we request the Federal Board for Vocational Education to give the Commercial Education Service of the Board greater financial support and aid, so that the studies and investigations in commercial fields so urgently needed for the improvement of commercial education can be made.

6. That we renew our fidelity to the Veterans' Bureau in its effort to rehabilitate disabled soldiers and especially do we pledge our best service to the ex-soldiers committed to our care.

7. That we recommend the appointment of a committee of three to confer with the Executive Committee in the consideration of the president's recommendation that a students' honorary society be established and maintained under the direction of the National Commercial Teachers' Federation, and that this joint committee present its plan or recommendations to the Federation at its next annual convention.

Respectfully submitted,
J. L. HOLTSCLOW,
J. L. HARMON,
E. H. NORMAN.

President Porter has appointed the following committee to carry out the recommendation in Resolution No. 7: J. L. Harmon, Bowling Green, Ky.; D. W. McMillan, Detroit, Mich.; Paul Moser, Chicago, Ill.

MARSHALL

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for education. A thing is educational only when it produces a durable mental impression. It is not educational then unless the impression is logically correlated with other durable impressions. This involves time, and definite mental effort. Certain shallow-brained persons and others who are exclusively "eye-minded," may acquire some ideas or impressions from a moving picture that they might be unable to get in any other way, but for the normal mind there is nothing in a fleeting moving picture that can properly be called educative. Children are not learning when they are turning the pages of a picture book, they are merely being amused. Education is not so easy as that.

Mr. Brisbane does not content himself with the mere assertion that the movies are the greatest educational force in the world. He undertakes to tell why. "The moving picture" he says "carries its lesson directly into the brain without difficulty or obstruction." His idea evidently is that books, teachers, blackboards, laboratories, and other appurtenances of our schools are agencies of indirection and obstruction and may well be dispensed with if we will only allow truth and knowledge to pour from the movie film directly into the child's brain by way of his eye-sockets! It would seem that a book large enough to hold what Mr. Arthur Brisbane does not know about education, would require more wood pulp than is wasted each week on a Hearst Sunday edition.



HIGH SPEED IN SHORTHAND

Mr. Gregg Tells Why the Teacher Should Have It
Miss Evans Tells How It May be Secured

Should Shorthand Teachers be Reporters?

BY JOHN ROBERT GREGG
New York City, Author of Gregg Shorthand

This is a vital question and one that has more than once been a subject of much discussion. If the question were "Should Teachers Possess Reporting Speed?" I could answer it emphatically "Yes."

The reasons, it seems to me, are obvious. In order to understand the problems of his students the teacher must have the background of having gone through the processes of acquiring high speed. Otherwise he knows nothing of the reactions of the learner in solving the problem. Without that experience he cannot effectively analyze the processes of mind and the performance of hand, muscles, and nerves in rapid writing—really does not understand the means of obtaining his objective.

The ability to write shorthand in neatly formed characters at speeds of 150 or more words a minute on straight matter should be a ruling ambition of every shorthand teacher until it is accomplished. Professional pride, if nothing else, should induce him to do it. In addition to this he should be a master of style and form. The technique of high speed shorthand writing is a tremendously fascinating subject. It is surprising to me that more teachers are not interested in it.

That teacher's skill affects the student is undeniable. The student respects both knowledge and skill. Writing skill is more impressive to the student than theoretical knowledge. That the teacher can do what he teaches, and do it superlatively well, has a most stimulating effect. It gives the teacher prestige; it creates confidence; it induces imitation; it develops the ambition to try to equal the teacher's skill. Writing at high speed is an inspiration in addition to the lessons in execution it teaches.

Ability to write shorthand rapidly also gives the teacher professional standing among his associates and business people. Everybody knows how the reporter is looked up to by every shorthand student—how he is worshiped as a hero because he can actually "take down every word uttered by a speaker." The teacher who can do it, too, gets just as much glory. The effect on his students is immeasurable in its influence.

The Reasons Given

Why is it that more teachers are not able to write shorthand rapidly? There are many stock reasons, any one of which may seem valid to the teacher as an excuse if he is not dom-

inated by a desire to excel in his professional work. The first of these, perhaps, is the fact that a teacher's shorthand should be exact and artistic, a model to be followed by the student. Shorthand of this type is necessarily produced with a certain amount of deliberation which, it may be argued, is not conducive to speed. This is not a valid excuse for not writing rapidly, because it has been proved time and again that accurate and artistic shorthand can be written rapidly.

The second is that "there is not time for practice." This is more a question of attitude of mind than of actual lack of time. We can make time for what we are really interested in.

The third is that the work of a teacher, dealing as it does with so many different personalities, tends to a dissipation of energy. He is there-

fore not capable of the concentration necessary for high speed writing. This is partially but not wholly true. A teacher's day is usually very full; his energies are more or less scattered; his attention flits from one thing to another. For these very reasons some practice in attaining shorthand speed has a counterbalancing and beneficial effect.

The last reason is that it is hard work to gain speed—and that is no reason at all.

The Advantages

Now let us set opposite these the peculiar advantage the teacher possesses. He has a background of education that nine out of ten of his students do not possess. He has an accurate knowledge of the theory of the system he teaches; he has acquired through his teaching a wide vocabulary of shorthand forms; the word-building principles have been burned into his brain, and he should have great facility in applying them instantly to new words; his penmanship and

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Training Shorthand Students for High Speed Writing

BY HELEN W. EVANS
Head of Speed Department, Gregg School, Chicago

(Miss Evans proved her practical knowledge of shorthand speed when she wrote at Niagara Falls last August 175 words a minute, with 98.3% accuracy. See B. E. for October.)

This is from her talk before the Gregg Shorthand Federation meeting at St. Louis, Mo., December 27, 1921, reported by Charles L. Swem. Those who heard the talk will agree that this report proves Mr. Swem's ability to write rapidly.

TRAINING THE STUDENT FOR HIGH SPEED

I think that speed should begin right in the theory from the first day that the student enters school. The theory is the important place to start speed work, and it should start right from the first lesson. The three important things in the beginning are the right kind of a fountain pen, the proper position and penholding and the proper position of holding the notebook. Many teachers do not realize the importance of these things at the beginning. They give the student any old kind of a pencil or pen and any old kind of paper or notebook and let him put down the characters any old way. From the first day the student is in school the teacher

should emphasize the correct position of the pen and the notebook, the position that the majority of the high-speed writers use.

Now, as to the proper position of the pen. Get the students to take the top off it. They will find it much easier to hold and to write with. Then instead of allowing them to hold the pen down in the crotch between the first finger and thumb, and bending the first finger, have them raise the pen up, and raise the wrist also, not allowing the hand to rest on the book. The hand should glide along on the third and fourth fingers. All of this work should be personally supervised.

I don't believe in giving the student any outside work the first two or three weeks; all of that practice work should be done under the supervision of the teacher, then you know it is being done correctly; whereas, if you give home-work during these beginning weeks, the student is likely to go back to his old habits of pressing hard on the pen, of bending the first finger and exerting a lot of energy instead of holding the pen up and raising the wrist up and having a free,

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Advertising a Business College

By HARRY S. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 3 Building a Catalog

A catalog has long been considered one of the prime mediums for advertising a business college and it continues, year after year, as one of the principal mediums of publicity employed. Some schools use but little other advertising of any kind.

Perhaps the principal reason why the catalog is so favorably regarded is because it can be made so comprehensive and so thoroughly representative of a school. In no other way can so much information about the school be so well presented to the prospective student and in no other way can the prospect be so well impressed with the policy and personality of a school, (if a school may rightly be said to have personality).

School catalogs are expensive in these days of high priced printing but a good catalog is worth all that it costs and will prove a profitable investment in publicity if carefully distributed and if the other advertising of the school is properly built around the catalog to insure getting all the possible returns from it. For instance: it would be a mistake to distribute catalogs, costing from 25c to \$1 each, promiscuously, mailing them out to a list of miscellaneous names, even if all these names represented young people of school age. The proper way to distribute a catalog is to get young people to ask for it or send it only to those who may be considered as genuine prospects at the time the book is sent. In business college advertising, a mailing list loses its value through age rather quickly. Even a single year will destroy much of its usefulness. But a letter or other announcement of a new catalog may be sent to a list of names, inviting requests for the catalog; and in this way the recipients really classify themselves into the live prospects and the "dead" ones, as they are called.

Building a catalog justifies the very best attention and effort that any school man can give to the work. It is vitally important to the success of the school that the catalog be as near perfect as possible. Its cost may run into several hundred or even thousand dollars, according to its size, elaborateness and the quantity printed. To the one who receives a copy, it is the school and by it the school will be judged. It is almost impossible to offset its influence or to change the impression which it creates. A single false note in the catalog may offset many other attractive features.

Some school men elect to design and prepare the copy for their own catalogs; others turn the work over to an advertising man. In my opinion a combination of both methods is

preferable to either. The school man is better posted on technical school matters and may have a rare insight into successful cataloging. On the other hand, an advertising man with experience in business college publicity, knows better how to present the facts and to stress the features which are to be emphasized. Working together, therefore, the school man and the experienced school advertising man will almost invariably produce a catalog that will bring better results than one man of either class working alone.

The school catalog should contain complete information about the school and the courses and all this information should be presented in attractive form so as to appeal strongly and favorably to the prospective student who reads it. The purpose is to stimulate the reader to such a point that the matter of enrollment is naturally the next step. The catalog should be written in sincere style, carrying an air of truthfulness that is more convincing than extravagant or biased statements.

The copy should be composed of positive statements. Tell what your school is and has done and will do for young people. Don't waste time and effort in telling what your school is not. If you cannot make a positive and favorable statement for any feature of the school, it is best to omit it altogether. It is a law of psychology that positive statements are more effective than negative ones.

While the courses of instruction are perhaps of first importance in compiling a catalog, the physical features of a school should not be overlooked. Such things as ventilation, pleasant surroundings, the kind and condition of the buildings and equipment are important and should be covered carefully so as to make a good impression.

The catalog should set out to give the impression that the school represents the one and only educational institution for the reader to attend. If your catalog appeals strongly enough it will do its work of bringing in many new students for enrollment. Of course the school itself must be up to the standard as outlined in the catalog, otherwise your whole advertising and enrolling structure will fall to the ground of its own weight.

The custom of giving pictures of the teachers who comprise the faculty with short biographical accounts of each one, is an excellent way to emphasize the personal element of instruction which is considered so important in teaching business subjects. These little biographies can be made intensely interesting. Indeed the prospect who reads about these teachers and views their pictures may

feel personally acquainted with them, upon enrolling.

It is a good plan to first make a "dummy" of the catalog, that is a book representing the finished catalog in size and number of pages. In this dummy you can write the headings or departments of the catalog and indicate the size and position of each illustration. This makes a valuable outline to follow in preparing copy and will help you to divide up the space properly.

The matter of illustrations is extremely important and the printing plates should be of the highest quality because they are what creates the first impression and this impression should be a good one. Many persons will judge your catalog by the illustrations, not going to the trouble of reading the matter, unless the pictures impress them favorably at the start. In addition to illustrations from photos of the faculty and officers of the school, your catalog should show your building if it is at all attractive. School room scenes are also good material for these illustrations, as well as pictures of groups of students and student activities, social, athletic, or literary. Play up the personal element which is always an important one. Groups of smiling, happy faces, cannot help but influence people to regard your school as a pleasant and interesting place in which to get an education.

The cover design is even more important than illustrations, because the person sees the cover before he opens the book to the inside pages. A good grade of cover paper should be employed and the front cover page design should be carefully considered, bearing in mind that the expense of printing the design in two or more colors is usually justified in the additional results that will be secured.

The life of a catalog can be prolonged by following it up with other advertising literature. One way to revive interest in a catalog is to refer to some particular department. For instance, if the original inquiry for the book indicated that the inquirer was chiefly interested in a course in bookkeeping, you might, in a second letter, refer to the particular page in the book in which the bookkeeping course was described. If you say in a letter, "Get out the catalog we sent you several weeks ago. Look on page fourteen and see how thoroughly bookkeeping is taught by the most modern methods." There is something about human nature that makes a large percentage of people do what they are told to do and it behooves the advertiser to know and make use of this trait.

Many schools put out a new catalog each year, while others consider that the book can be compiled so as to preserve its usefulness for two or more years. Personally I am in favor of the yearly catalog, because we are living in an age of many and rapid changes, particularly in business methods and I believe that the results justify the expense.



MR. GREGG.

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execution are usually very good because the average ambitious teacher realizes that his shorthand is an object of criticism on the part of students if it is not good. You can hardly imagine a better foundation for reporting speed.

It is true that the habits a teacher forms of being deliberate in writing shorthand on the blackboard has a tendency to get him into a rut, but even this is not an insuperable difficulty. It is also true that his habit of careful analysis tends to rob him of the ability to make quick decisions—something that a fast shorthand writer must be able to do. But all these difficulties can be removed merely by practice.

There is another thing that may unconsciously affect many teachers—an impression that reporting shorthand is of a different character from that which they write. This is far from being true. An analysis of the shorthand notes of the most expert reporters shows that their style in the majority of instances conforms with remarkable fidelity to the textbook shorthand.

I was struck by this fact recently in analyzing the shorthand notes of Mr. Albert Schneider, the present champion. On the 175-word-a-minute straight literary matter his shorthand was elementary. He broke the world's record on this! When I discussed this feature with him he assigned two reasons for writing words in full without employing the recognized phrasing principles of the system. One was, that it "seemed so easy—he had to have something to do." The other was that he was right up with the dictator and wrote the outlines individually without waiting for phrases. The mechanics of writing shorthand did not trouble him in the least. One hundred seventy-five words was so well within his speed that he merely "toiled with it."

The same style shorthand was employed in the 215-word-a-minute dictation, on which he also broke the world's record. Even on the 240 jury charge, where it would be expected that the writer would make use of every known expedient and abbreviating device, his writing showed extraordinary simplicity.

The idea that "amanuensis" shorthand is one thing and "reporting" shorthand another is one that has been widely exploited by reporters using certain systems of shorthand. It is an old theory. With some of the older systems that are two styles—an amanuensis style and a reporting style. But this is not true of the modern systems.

Take the system Mr. Schneider writes as an example. He, as well as other reporters, follows the text style almost without exception in writing straight literary matter. The difference between the technical ability of the ordinary office stenographer and that of the reporter rests in the fact

that the reporter uses his system more skillfully. Every stenographer or teacher writing the system that Mr. Schneider writes is a potential reporter—if he will only do the necessary amount of work to perfect his writing skill. The problem is similar to that solved by the expert violinist, or pianist, or typist. The degree of skill is measured in terms of ability, not in terms of the instrument—provided the instrument is right to start with.

The Skill Needed for Reporting

The court reporters using the system naturally have special expedients and phrase forms for the frequently recurring words and phrases peculiar to jury charge, arguments, and to court testimony, just as in office shorthand work the stenographer has special phrase forms for "we are in receipt," "price list," "bank draft." Even these are not as extensive in the reporting field as one would imagine;



John Robert Gregg.

moreover, they are built on what the office stenographer or amanuensis already has learned, without fundamental changes either in application of theory or in writing habits. The amount of training necessary in reporting, the educational background, the long years of practice, and so on, have been greatly exaggerated. The foundation of reporting efficiency is, first, a thorough and rather comprehensive knowledge of the English language. Second, ability to write shorthand at a high rate of speed accurately, and to read it. Almost any high school graduate should be able to do it. Mr. Swem, it will be remembered, without this training was able to do the reporting work of the president of the United States during the most strenuous years any president ever experienced, and do it so effectively that the president said he was the most accurate reporter that had ever reported him.

The finished reporter is the product of years of experience and study—but that does not mean that it was necessary at the beginning of his career to possess all the knowledge there is in the world. The reporters of the future will be supplied from the ranks of

stenographers—just as they have been in the past. A college course in shorthand reporting would be a most desirable thing, but, after all, it would reach only comparatively few.

It is my opinion that the practical side of shorthand writing will be emphasized more and more as time goes on. Teachers will have to be able to do what they teach. Touch typewriting revolutionized the whole scheme of teaching typewriting—and the teachers along with it. There are many shorthand teachers today who are skilled writers in spite of the fact that they are engaged in teaching both day and evening. A striking example is Miss Helen Evans, who won a speed certificate of the National Shorthand Reporters' Association for 175 words a minute in the last contest. For many years Miss Evans taught the shorthand theory, and it was only recently that she became interested in high speed development through having charge of the Expert Department of Gregg School. (Be sure to read the article by Miss Evans in this number.—Editor).

I do not believe that teachers who even have the skill for reporting should engage in reporting extensively. Their professional work makes too great a drain upon their time. High speed writing, however, can be made a recreation and a most valuable one.

Securing Reporting Skill

Any teacher who sets about it properly can secure speed in shorthand very quickly. With the foundation already mentioned, the first step is to acquire executional skill through penmanship drills. This work should be done effectively in connection with acquiring a useful vocabulary of both words and phrases, and it can be combined with the blackboard work.

The second is to secure dictation to develop the ability to write shorthand from dictation—something that the teacher rarely does. Going thru the motions of writing with the fingers while students are reading is a very good substitute for actual dictation. Practice for thirty minutes a day on straight literary dictation and reading the notes will accomplish wonders.

The third step is getting rid of apparently fixed habits of deliberation. Rapid shorthand can only be accomplished by thinking rapidly and moving rapidly.

The fourth step is to make use of shorthand in writing as much as possible. Substitute it for longhand wherever possible. From the habit of "reporting" everything heard when there is an opportunity—and if there is not an opportunity, make one. In the advanced department practice with the students, taking turns in the dictation. The effect will be stimulating.

The assumption that teachers are incapable shorthand writers because they are not all practicing reporters is an erroneous one. Teaching is a

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MISS EVANS.

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easy movement. So much for the right kind of pen and the correct position of holding it.

Holding The Note Book

The next thing is the proper position of holding the notebook. Use the left thumb to push the page up so the elbow will not be off the desk when they get to the bottom of the page (illustrating); put the left thumb under the page and push it gradually, letting the fingers rest on the page to keep it flat. Try to get your students to use that position right from the first lesson and keep right after them all the time, having them push the page up as they write. Do not allow them to use the left hand. To hold up the head.

Another important phase of speed work is sentence practice work from the first lesson. Have the students memorize a sentence instead of copying it word for word from the textbook. They should memorize the sentence, writing it over and over again until it can be written without hesitation of mind or of hand.



ILLUSTRATION OF CORRECT POSITION OF HAND AND ARM

(Courtesy of the Gregg Pub. Co.)

Through this sort of practice they will acquire not only manual dexterity but also the word-carrying faculty. That is, let me say, what most students lack, the word-carrying faculty. You will find that they can acquire this through sentence practice work better than in any other way. It is one of the best ways to work up speed right from the first lesson. As I say, we start out with five or ten words memorized at first, and then we keep at them until they can memorize twenty-five or thirty words.

Also emphasize phrasing from the beginning, the simple phrasing. We will take one of the first sentences in the book, "The hen will lay an egg in the hay." Instead of allowing the pupil to copy that word for word, we have him memorize that sentence and write it over and over. If he can't remember the whole sentence, give him the first part of it "The hen will lay," then add later, "an egg in the hay." In all this work you don't necessarily have to emphasize speed. A good many theory teachers are afraid to mention the word speed in the theory lessons, but you can at least have them use this sort of practice simply to eliminate hesitation. In doing all this be sure to go around the class-room and see that they are using the right position of

hand and pen and assuming the correct position with the notebook.

Some teachers may think this is a minor matter, but go into the majority of the school-rooms of the country and you will find the pupils writing any old way, pressing as hard as they can on the pen instead of holding the wrist up and letting the hand glide along smoothly on the third and fourth fingers. No wonder they cannot get speed! It is a wonder that they get as much speed as they do, being handicapped the way they are, because the teachers themselves do not understand the importance of these small matters. Keep right at them from the first lesson. If you theory teachers will do that, the advanced teachers won't have as much trouble as they do trying to correct bad habits.

While they are practicing this sentence work, we emphasize the importance of keeping the outlines close together, getting as many outlines as possible on a line. And we insist that all this work be done in school. If you send them home with it the chances are they will write any old way, pressing as hard as they can, and not employing the get-away stroke. Have them do it in class. If you want to give them a home assignment, give them a reading lesson, but as far as writing practice is concerned, you will get much better results if you will have them do it in the class-room. You may say that takes time away from dictation, but what use is dictation at all if they are forming the wrong habits at the beginning? They will always then be limited in their speed. Keep right after them all the time. It may be a dozen times during the day—"handup, wrist up"—seeing that they put as many outlines as they possibly can on a line, using the left hand to push the page up instead of holding the head with it.

You will say, "They will get all this in the advanced department." The theory teacher thinks "All I have to do is to teach them theory and they will get all the speed expedients in the advanced department." That is one of the reasons why we can't produce more high-speed writers than we do. We ought to produce considerably more high-speed writers than is now possible, if we use the same methods that the typewriter companies employ. They get right after the students from the beginning and give them the proper start. It seems that the shorthand teacher gives them nothing but theory, paying no attention to the proper position of pen and notebook.

Now we come to the advanced department. In our school we have what we call the C class, the first beginning dictation class, and they must pass a test on letters at 75 words a minute with 95% accuracy in order to be promoted to the B class. A test on both letters and solid matter at 85 words a minute must be passed for promotion to the A class. We have three graduation tests: First—Solid matter and letters at one hundred words a minute with 95% accuracy,

Second—Secretarial—125 words a minute on solid matter, Third—Reporting—150 words a minute on solid and 200 on testimony. Every day we give a test under actual contest conditions.

A test is dictated, say, at one hundred words a minute and it is transcribed and brought to class the next day for correction. Then they take this corrected test and do sentence practice work right from their shorthand notes. They have their transcripts there to see where they have made their errors—any outlines that they couldn't read or that they didn't execute properly are given special attention. They are thus learning by doing, they are learning from the errors that they have made. All of this, of course, is done right in the class. We believe in doing practice work from students' own notes as well as from copper-plate notes.

After the student has worked hard at school all day he hasn't much energy left to spend on sentence practice at night. Shorthand practice is of no earthly good to anybody unless he can concentrate. You can practice



Helen W. Evans.

shorthand for an hour and at the end of that hour know absolutely nothing about it if you are tired and not able to concentrate upon it. The ability to concentrate is the beginning of speed. I think it is better for that reason to keep the students busy in school and let them have a little recreation at night. A great many teachers don't believe in that. I say that you will get much better results by doing all this work in the school, if you do it in the right way. Of course, it makes a little more work for the teacher, but not as much as correcting a pile of notebooks every day, but what benefit does the student get from that? Absolutely nothing! The teacher gets all the benefit. I believe in having all the practice work done under the actual supervision of the teacher. The pupils will get some good out of that. Give the suggestions right there in class, and you will know that they are practicing in the right way. It may take a little longer and may require a little more energy on the part of the teacher, but it is up to the teacher to have enough enthusiasm and vitality to keep the students interested in that kind of work. As you know,

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MR. GREGG.

(Continued from page 22)

profession in itself. Shorthand teachers are teachers because they love teaching. No teacher can be successfully accused of being mercenary—they would not be teaching if they wanted to make money merely for the sake of making money. Reporting as a profession does not appeal to many of these. The professional reporter leads a most strenuous life. The work is hard, and means long hours of nerve-racking strain, oftentimes extended into the night. Many teachers temperamentally and physically are not fitted for it. But the ability to write rapidly should be an ambition of every teacher—an ambition that is not satisfied until its object is accomplished. It is a part of the teacher's professional business to be able to do it.

MISS EVANS.

(Continued from page 23)

the student likes to take dictation all the time. We are all that way. We don't like this drudgery of doing sentence practice work, that is too much like real work, but it is up to the teacher to make that part interesting and snappy so that the pupils will enjoy it.

For instance, we will take this test that they have transcribed and we will then do sentence practice work from memory on a group of words for a few minutes, not necessarily a whole sentence; then we will take the next group, and after a paragraph or so has been practiced in this way, then dictation is given at varying rates of speed on that paragraph. This makes it interesting for the students and keeps the enthusiasm of the class alive all the time. Then another few minutes on sentence practice on the next paragraph and then dictation, etc. After the student has taken a test say at 100 words a minute and transcribed it, the same test is dictated the next day at 115 and 125 words a minute. The advantage of having this 115 and 125 dictation in the 100 word class is that the students who are writing at a low rate of speed will get the practice of being pushed at the higher rate. Of course we start out with just one minute of dictation at the higher rate and then after we go up to as high as they can write it, we slow down the dictation and the students see how easily they can write 100 words a minute! We will then tell them that the time will come when they can write 125 words a minute just as easily as they now write 100 words a minute! They must get speed first on practiced matter before they can get it on new matter.

Instead of having separate classes for the different speeds we have them all working on the higher speeds. We don't believe in dictating only as fast as they can write. We want them all to have the benefit of the higher speed dictation, and that gives them an in-

spiration to write faster than 100 words a minute. If they write only 100 words a minute and no more, they will get into a rut and nothing is harder than to get a student out of a rut. Also the higher speed writers have the benefit of the lower speed dictation and in that way they keep their notes from going to pieces.

We use for dictation purposes the Congressional Record and "Commerce" which contains speeches that are made before the Association of Commerce of Chicago by leading speakers from all over the world. We give them actual speeches for test work instead of edited articles. The Congressional Record and these speeches before the Chamber of Commerce are fine for dictation purposes because they contain many phrases as well as simple words and word-signs. We find the students able to get up to a much higher rate of speed on that kind of matter, these actual speeches, than they can on edited matter.

Edited matter is much harder to write. Try it yourself. You may be able to write 125 words a minute on an actual speech, and not be able to write more than 75 or 100 words a minute on an edited article. An edited article does not have the phrases that an actual speech has, and, therefore, it is much harder to take. That doesn't mean that you shouldn't give edited matter, but as far as a test is concerned you had better give it from an actual speech, which is a fairer test. Edited matter is all right for vocabulary practice.

One of our high speed writers says that he wouldn't give a teacher a certificate to teach shorthand who could not write at least 125 words a minute for five minutes. Every shorthand teacher should find time some way, somehow, to work up speed at least up to 125 words a minute, but I am sure you will not be satisfied until you get to 150 and 175 words a minute. While your classes are doing sentence practice work on their tests you can write the sentence on the board, in that gaining a little speed every day. When a teacher herself is working up speed every day, she is finding different ways that she can inspire her pupils, and she is learning something all the time while she is doing it herself. You can better enthruse your students by doing it yourself. You can't get speed by reading about it from a book. Take the tests yourself and transcribe them and see what errors you make, and then you will be better able to point out those errors to your students so that they won't make those same mistakes. You will progress in this way and while you are progressing your students naturally get the benefit of it. If you yourself do not stand still your students will not stand still, but if you get into a rut rest assured your students will do likewise. It is almost impossible to get enthusiasm on the part of your pupils if you yourself are not enthusiastic about this Speed work.

MICHIGAN PRIVATE SCHOOL OWNERS' ASSOCIATION

About three years ago several of the Managers of Private Commercial Schools in Michigan thought it would be a good idea to get together and talk over matters of mutual interest. Such a meeting was called and only a few responded. It was decided, however, to go on and endeavor to perfect a state organization and the few present organized what is known as the Michigan Private School Owners' Association. Mr. E. E. Baker, of Flint, was chosen president and Mr. A. J. Howell, secretary. During the next few months, Mr. Howell visited nearly every Private Business College in lower Michigan to secure the personal co-operation of the heads of different commercial schools. When the next meeting was called, twenty schools were represented and joined the Association.

This has made a good working organization and much good has been accomplished. When the organization was formed, the rates of tuition charged in the various schools ran from \$10.00 to \$15.00 a month. It was generally understood that these rates were too low, but the schools were slow to advance the rates fearing the competition of the other schools. Better understanding showed them the folly of such action, and now most of the schools are getting \$20.00 a month. This has enabled the schools to employ better qualified teachers, better equipment, and bring their educational standards to a much higher level.

At this time the organization is working with the Public School Officials to secure standardized commercial courses with an exchange of credits toward high school and college work.

So far little has been done in bringing the commercial teachers together, but this is one of the things the Association is considering for the future. All private schools in Michigan are now under State Supervision and this will help in bringing together all those interested in public and private commercial education.

The Michigan Association would be glad to keep in touch with similar Associations in other states so that it may all benefit by what is done toward the improvement in Commercial Education.

F. H. McMullen, of Guilford, Indiana, is to teach in the Steubenville, Ohio Business College the coming year.

N. J. Lawrence, of Rochester, N. Y. has accepted a position as commercial teacher in the New Castle, Pa., High School.

Harriet F. Decker, recently with Rider College, Trenton, N. J., is now commercial teacher in the High School at Bound Brook, N. J.

B. E. STARS

(A Page for the Business Men of Tomorrow)

THE FINAL REPORT

(Reprinted from the Oct., 1921, number)

Closing date, April 15, 1922

10. All Teachers and Schools sending fifty or more subscriptions between August 1, 1921, and April 15, 1922, will receive Honorable Mention.

11. All Teachers and Schools whose students secure twenty-five or more BUSINESS EDUCATOR or Zaner Method Certificates between Sept. 1, 1921 and April 15, 1922, will receive Honorable Mention.

Business Writing

12. Teachers of penmanship and professional penmen should send a page of their best business writing, including alphabets of capitals and small letters and sentence writing.

On each paper indicate how long you have been teaching. This time will start from the date you finish your course in business college or training school.

Contestants will be divided into three classes as follows: First, those with not more than five years' experience. Second, those with not more than ten years' experience. Third, those with more than ten years' experience.

If your paper does not show much experience you have had it will be judged with the papers of those having more than ten years' experience.

In each of the three classes there will be a first prize of a two-years' subscription to the Professional edition, a second prize of a one-year's subscription to the Professional edition, and three Honorable Mentions. Subscriptions will be awarded only for specimens which come up to the standard for a BUSINESS EDUCATOR Professional Certificate.

13. Students of Penmanship in business colleges or high schools should submit a page of their best writing, including alphabets of capitals and small letters, and sentence writing. The best five will be given a two year subscription to the BUSINESS EDUCATOR, and membership in the "B. E. Stars." The next ten will each receive a dozen written cards.

Artistic Penmanship

14. Professional Penmen should submit a letter in Artistic Penmanship. Arrangement and subject matter may be chosen by the writer. Other things being equal, the longer the letter the higher it will rank.

Papers will be divided into three classes, as follows: Penmen who have been teaching or who have been out of school five years or less. Second, penmen who have been out of school ten years or less. Third, penmen who

have been out of school more than ten years.

In each of these three classes the best specimen will receive a two years' subscription to THE BUSINESS EDUCATOR, Professional Edition, and the next best specimen will receive a two-year subscription, providing the specimens submitted are up to the standard required for a Professional Certificate.

15. Students of Artistic Penmanship attending business college or high school should send a page of their best work. The best three will be given a two year subscription to the BUSINESS EDUCATOR, with membership in the "B. E. Stars."

16. Sets of Artistic Capitals will also be rewarded—the best two will receive two-year subscriptions.

Five more students (at least) of Artistic Penmanship submitting worthy specimens of page writing or capitals will receive a dozen written cards each.

Send your specimen in good time—it must reach us by April 15, 1922. Better plan to mail it the first week in April.

The names of the persons securing the awards will be announced in the June, 1922, number. Plan to have your name in the list.

ELEVEN WINNERS IN REMINGTON ACCURACY PRIZE CONTEST

The last Remington Prize Accuracy Contest held on January 19th in all Remington offices throughout the United States and Canada was a most notable success. No fewer than 11 operators, a record breaking number, succeeded in qualifying under this test and won the prize offered—a new Remington typewriter.

The names and addresses, and the schools from which they graduated, of these latest winners of the Remington Accuracy test are as follows:

Richard Callahan, LaSalle High School, Waltham, Mass.

Miss Henrietta Kreml, Proviso Township High School, Maywood, Ill.

Miss Carolin Beckman, Gregg School, Chicago, Ill.

Miss Catherine Lahr, Brush, Colo.

Alfred Mace, Connersville High School, Connersville, Ind.

Miss Dorothea Rider, California College of Commerce, Long Beach, California.

Miss Christine Grau, Behnke Walker Business College, Portland, Ore.

Miss Celia Goldberg, Behnke Walker Business College, Portland, Ore.

John Mehring, Behnke Walker Business College, Portland, Ore.

Edgar Anderson, Behnke Walker Business College, Portland, Ore.
Miss Ethel Titley, Vancouver, B. C.

The Remington Accuracy Tests which have now been held semi-annually for eight years have obtained universal recognition as one of the most important of all of the contests open to typists. The conditions governing the test are most exacting. The typist is required to copy for 15 minutes from unfamiliar matter at a speed of 60 words per minute or better, absolutely without error. All students and operators of Remington built machines with the exception of present and past employees of typewriter companies are eligible to compete for the Remington Accuracy Prize. The tests are held semi-annually at all Remington offices and the prize given to the winners of the test is a new Remington typewriter.

When the tests were first instituted many people thought the requirements to be impossible of attainment and indeed, during the early years of the contests the winners were few and far between. The wide interest manifested in the test, however, had its natural effect in stimulating a desire for greater efficiency in typewriting. Every aspirant for the prize, of whom there have been many thousands, strove earnestly to attain the desired standard, and whether successful or not was able to score an improvement in accuracy which well repaid the effort. As time went on the winners became more numerous until the notable record of 11 winners was recorded at the last contest. 53 typists in all have won the prize since its inception.

It is a notable fact that of these winners 25 or nearly one-half were students not yet out of business school. The student winners of the last contest numbered 6 out of 11. This fact also is most significant; it shows that not the typists only, but the schools as well have been striving to establish higher standards of accuracy, and the success of these efforts is shown in the number of student winners of the Remington error proof prize.

Hazel Smeed, Supervisor of Penmanship in the Public Schools of Scranton, Pennsylvania, is a firm believer in Certificates as a means of securing results in penmanship.

That she does secure results is indicated by the number of Certificates granted in recent years. We notice from our records that in January, 1921, the pupils in Scranton Schools won 471 Certificates. In June, 1921, they won 572, while specimens just received and examined are still better, the number of Certificate winners being 627, 505 from the grammar school and 122 from the high school.

These records speak eloquently as to the good work being done in Scranton Schools, and show that results this year are even better than the results secured last year.

Little Stories of Business

By CHARLES T. CRAGIN
Holyoke, Mass.

A MERCHANT PRINCE

Little John, seven years old, was very proud when he came home to his mother in the humble cottage in which they lived in the outskirts of the great city, where the Declaration of Independence was kept carefully preserved in a glass case and where every year thousands of tourists went to see the cracked bell which first rang out our independence in 1776—



about 65 years before little John appeared on the scene, in 1837 in the same month of July that the bell pealed out its cry of liberty to the 13 colonies. The reason little John felt so good was because, jingling in the pocket of his short patched trousers, he carried the first money he had ever earned, seven large copper cents. Those old fashioned copper cents were about as big as the silver half dollar today. They were made of pure copper and you could smell them quite a distance and when the weather was damp they turned a beautiful green from verdigris which is found in copper ore. Uncle Sam has long since discarded them for the smaller bronze one cent.

John's father had a little brick-yard where he made yellow, sun hardened bricks. In 1837, they used to lay them out in the sun and turn them over when one side got pretty well sun baked. That was the job by which little John earned his seven cents.

Young John never went to school much, but he helped his mother a good deal and his mother taught him all she knew, which was probably quite a little. She was of Huguenot and Pennsylvania Dutch ancestry, excellent stock that Pennsylvania Dutch. The last time I saw my good friend, C. P. Zaner, at Albany, N. Y., he told me that he was Pennsylvania Dutch, and they didn't make any better goods in the loom of humanity than C. P. Zaner, who was all wool and a yard wide, as is the subject of this sketch of mine, still living at the age of 84, and very much in the ring.

The father died when John was 14, and he became "the man of the house." The brick-yard was given up and the boy got a job in a big store on Market St., at the princely salary of \$1.25 a week.

John was not much of a sport, in spite of his large salary. He didn't go to the movies every night, for there were no movies to go to. He didn't attend jazz dances for there wasn't any jazz, and joy rides in motor cars were not on the menu,

for there were no motor cars. But he walked every day four miles to his place of business and in the evening he walked back home. When he got tired of walking he went on foot; and at noon he bought a large roll for one cent or a couple of nice Pennsylvania apples, thus emulating those rising millionaires of his time, Russel Sage and Hetty Green. But they say Russel Sage often spent as much as 10 cents on his lunch and left his wife \$80,000,000, while Hetty, more extravagant, paid 15 cents for her lunch at the Childs restaurant near the Chemical Bank, where she had a desk, and sometimes when she had a very good day and loaned the city a million in cold cash at a fancy rate, she added a piece of pie at 5 cents to her Lucullen Banquet.

John was a handy boy about the store, but he was out for more money and after a year or two took a job in a book store, at an advance of 25 cents a week and thereafter he brought home \$1.50 every Saturday night in his pay envelope.

The boy did well in the book shop and from there, after a time—now getting to be quite a young man—he went into a clothing store to learn the business from the ground up; sweeping out the store, building the fires, taking down the shutters, filling the ink wells and gradually coming to be a salesman at the counter. Those who worked with him in the clothing store liked him. He was willing to do any old job and they were willing to have him. But it was noticed that young John generally sold something to anybody who asked him to show them goods and he didn't give them any hot air or tell them "selling below cost" stories or "strictly all wool" stuff about half-cotton goods; and by and by quite a good many people when they came into that clothing store would ask, "Where is John?" and when you get so people do that when they come to the place that employs you, you needn't worry any about being laid off in dull times and your pay envelope will keep growing heavier as time passes on, as time has a habit of doing.

John's mother was a religious woman and John followed in her footsteps. He had two or three hobbies. One was temperance; and as he was a persuasive kind of a fellow, he soon had nearly the entirely working force in the clothing store on the water wagon with him as driver. There was no such thing as prohibition, even in the driest state, in 1837, every country grocery store had a barrel of ale and another of whisky or rum; and apple jack, or "Jersey lightning," and Smith's Ale were common tipple in

John's native city. He also became interested in the new Y. M. C. A., which was just beginning work. John gave up his clothing store job and became its first secretary and for seven years continued to hold the position. In this time, he did tremendous work for he put all his business capacity into booming the "Y" and had by far the most effect in the Y. M. C. A. in America. He also started with two teachers and about a dozen scholars, a Sunday School, which he called "The Bethany School," in a tough section of the city. At a recent anniversary the school reported a membership of nearly 6,000 and the Bethany church which grew out of this school had 4,000 members, the largest Protestant church membership in America.

Young John got a thousand dollar a year as secretary of the "Y." There was big money in those days and during the seven years he had been secretary he saved some money out of his salary and at twenty-four he began business in partnership with his brother-in-law, Nathan Brown. They opened a clothing store. At the capital they had was \$3500, but everybody in the city knew young John, and everybody that knew him liked him, and that is the biggest kind of capital for a fellow starting in business.

The best thing he did was to hire the first clothing salesman in the city at a salary of \$1350—about what you have to pay an office boy now to be insolent to visitors—and from that time to this the policy of his enterprise has been to hire the best, and the best only, and to encourage young people to be the best.

It is said that the advertising man of the great company which bears his name gets a salary of \$16,000 a year and I have no doubt it is true. When the Civil War broke out John tried to enlist but was rejected because his lungs were not up to the mark, but with other live wires he organized the great "Christian Commission" which did noble service, along with the "Sanitary Commission" of Susan E. Anthony, Mary A. Livermore and other heroic women. This service went alike to the "dam Yankees" and the "Johnny Rebs" as the contest ants in the late unpleasantness termed each other. You have probably guessed by this time that I am telling you the story of John Wanamaker.

Some of the advertising of Wanamaker and Brown was decidedly sensational and they were first to introduce a style of advertising which has come to be a good deal for a nuisance. All Philadelphia waked up one morning to find W. & B. in six inch square posters stuck up all over town. Not another thing, just W. & B. That style of advertising is common enough now, but it was new then and soon the whole town was talking about it and wondering what it meant. After a few days another

(Continued on 2d following page)



Business Signature Designing

By W. A. HOFF,
Meadville Commercial College, Meadville, Pa.

A business signature, used as a trade mark, for advertising a business, should be as personal to that business as is a man's autograph to him. Each should have distinctive characteristics that not only sets it apart from any and all others, but which brings sharply before you the face of the individual who wrote the one, and of the particular business represented by the other. Generally speaking, this can best be accomplished through the use of script forms, as they lend themselves to a wide range of modification, without in the least sacrificing legibility. However, while working for individuality in designing trade mark signatures, the skilled commercial designer is careful never to violate the grammar of lettering by introducing letters of different types within the same design, any more than would a skilled sign writer mix his Roman and Gothic types of letters in the same line. And there is a grammar to good lettering, just as there is a grammar of ornament, or of any other medium for expressing ideas.

In drafting broad face script, just as in ordinary light line writing, one

although the Roman e and the Greek e or the Roman r and the Greek e would be permissible.

Eccentric and simple types of letters should never be grouped in the same line. Instead a perfect continuity of design should prevail throughout. And now you understand what is meant by the grammar of lettering.



The tipping of letters forward or backward will not change their style, but will give them a very different appearance. It is like wearing the same hat straight or tilted. It is also quite surprising how different the same line of lettering looks if arranged on a different background, or with a different type of underscore. Just try some of those suggested in the accompanying plate, and see how it changes the whole appearance of your design. And just here allow me to urge that you display as much origi-

Preparing the Drawing.

That you can not turn out a meritorious signature cut design without painstaking thought as to originality and artistic merit goes without saying.

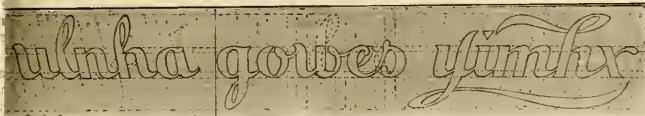
Rough drafts, on scraps of paper come first, when creating the new. After making all changes and erasures necessary to the perfecting of details, then you are ready either to redraft on your final sheet, or to transfer by the tracing process. And you will find it quite an advantage to use the tracing paper when for example your background happens to be a symmetrical design, in order that those at one side of your design may exactly balance those at the other side.

Where you have two or more lines, one above the other, the easiest way to properly arrange them so as to center them within the space is first to pencil them out on a separate slip of paper, paying the same attention to proportion, spacing, and perfect form as in your final draft. You can then place the slip above the space the line of lettering is to appear on the final draft, moving it sideward until it is in exact position. Then fix both sheets to the drawing board, and with T square and a stiff card or draftsman's angle against the blade of the square you can square down for each letter, placing it exactly where it belongs, without roughing up your drawing by erasures.

Inking In

Accuracy in outlining your design, and lettering is of first importance. Next to this, and of equal importance, is care in inking in. Use broad points for this, as already mentioned, but

(Continued on 3th following page)



should preserve a uniformity of size, slant, spacing, and style of letters. With the help of a few simple guide lines the shaping of the turn joinings, and of extended letters, becomes a comparatively easy matter, as shown in Cut 1. Again we should observe the same rules as to family groupings of letters as in ordinary writing. For example: The i, u and w should have similar beginnings. Those of the m and n may also take the same form

inality and versatility as possible in the matter of both underscores and backgrounds. Don't be satisfied with being a mere copyist—be a creator. While carefully studying the best designs of others, try to develop a style of your own. This is the process followed by the foremost authors, painters and musicians.

Analysis

The original drawing of the "Reamer's" cut is 17½ inches long from tip to tip of the underscore, while the ellipse, forming the background, is three inches wide and fifteen inches long. The a, m, and r, are one inch high and the downstrokes in the small letters are ¾ of an inch wide. If you wish to exactly duplicate a letter, use tracing and carbon papers. The elliptical background is drawn with the aid of a string and two pins. If not familiar with the rules for drawing an



as i, u, or w, as seen in the "Wilson's" and "William's" cuts. The last parts of n, m, h, and p, should correspond, while the tops of l, b, h, k and f, and also those of j, g, y, J and Y should harmonize in character, as well as in length and slant, except when merged into an under score feature as shown in Cut 3. Even then they should harmonize with the loops of the other letters of the group.

One should not use the Roman r and the Greek r, nor the Roman e and the Greek e in the same grouping,





20th Century Bookkeeping AND Accounting

CRAGIN

(Continued from 2d preceding page)

poster covered this with a modest statement that Wanamaker and Brown were selling clothing at Oak Hall.

Great cloth hot-air balloons, more than 20 feet high, were sent up, and a suit of clothes was given to the man who brought one of them back when it fell to the ground a few hours later. These made long flights and were brought back from 20 or 30 miles away and soon Oak Hall was known all over that part of the country. Tally-Ho Coaching became fashion among the very exclusive, soon after a beautiful coach with six large and spirited horses appeared on the street with Oak Hall employees dressed in the very tip top of style and went about the country for many miles distributing advertising matter. A little later when the yachting opened over 250 men made their appearance on the streets each wearing a wire body frame to look like a yacht with a flag staff bearing the name of Oak Hall.

Wanamaker & Brown did a tremendous 13th Street clothing business, and out of this business grew the magnificent department store of John Wanamaker, Philadelphia, an institution known the wide world over, for it took the wide world to supply everything that went into the stock of John Wanamaker, who began life as a clerk at a dollar and a quarter a week. People came to know that if you bought anything at the Wanamaker store it was just what they told you it was. It was the second store in this country, A. T. Stewart first, that had one price only and that price was plainly marked on any goods that would admit of being marked. It had been the custom to mark goods with a secret cost and selling price. If the customer would not pay what you asked him the first time, the salesman came down a peg. Wanamaker did away with all that.

Then he went one step further. After you got home with your purchase if the family did not like the looks of the hat you had bought, or your daughter Jane found fault with the red necktie you had purchased, or your Aunt Maria didn't like the looks of your yellow and black silk stockings, you could take those articles back to Wanamaker Store and your money would be refunded without a murmur. This policy was immensely popular, and the store itself at first a ramshackle affair, became in time the magnificent Emporium to which came buyers from all parts of America. The best of help was employed, the highest wages were paid

and as early as 1877 Wanamaker had a profit-sharing plan and the employees of his store, in addition to their regular wages, the highest paid in the city, had nearly \$110,000 of profit divided.

Wanamaker had a great admiration for A. T. Stewart, who at that time had by far the finest store in New York. Stewart died worth twenty or thirty million dollars. His body was so close from the grave where they buried him and for a year or two his bones were lugged from place to place, until they were finally purchased back by his partner, Judge Hilton, after the partner had wrecked the great business Stewart built up. About 20 years ago, New York was surprised to learn that John Wanamaker was coming to that city to take over the old Stewart store at Broadway and 9th and 10th Streets. I do not believe any finer store building has ever been erected than this of A. T. Stewart. It is a model of architectural elegance even now; but the other big stores were much further uptown and they said people would not go way down town to trade and that Wanamaker would make a failure in New York. He would do well enough in slow Philly, but New York was a live town and Wanamaker would be too slow to compete with the Jews who had the big department stores there.

But there is no store in New York today that is better than Wanamaker's. People did go down town. The subway runs right into the entrance to Wanamaker's at Broadway, 8th and 9th Streets and he at once erected a 14-story addition across the way on 8th St. In the magnificent 8th St.

store there is a picture gallery containing some of the best works of America's best artists and there is a splendid auditorium where any afternoon you can listen to a fine concert or hear a noted literary man read a lecture. It is a dollar show for nothing, and people in New York like to get something for nothing, just as well as they do in the back districts. There is a spirit about the great New York store that I like. You are not urged to buy things but you are shown the right things, in the right manner by clerks who are dressed right who talk right and if you want to buy anything you will buy it before you go out; if you are just looking around, you are welcome just the same.

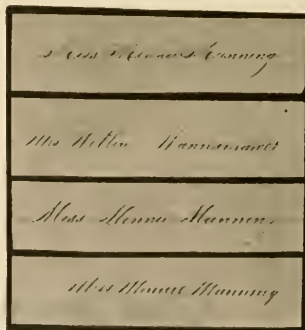
John Wanamaker is 84 years old. He has never served in any public capacity except once. He became Postmaster General at the request of President Benjamin Harrison and he brought the business capacity to that job that he gave to his own business. It was Wanamaker who started the movement which gave us the parcel post. Somebody wrote Wanamaker and asked him why we can't have the parcel post the same as they have in England and France. Wanamaker said: "There are four reasons why we can't, the American Express; the U. S. Express; the Wells-Fargo Express; and the Adams Express." These great companies kept a well-equipped lobby at Washington to fight the parcel post but it came just the same.

The Wanamaker building in Philadelphia is built on the ground once occupied by the freight depot of the Pennsylvania Railroad at 13th and Market Streets. It is a twelve story granite structure with three floors beneath the surface and an army of more than 12,000 employees make up the working forces of this and the New York establishment. It was in 1887 that Wanamaker bought the old freight station and it was in 1912 that the new store in Philadelphia was completed. The new store in Philadelphia was dedicated by President Taft in 1912.

Wanamaker's advertising is peculiar. There is no bluff or cheap talk in it and he doesn't throw away immense amounts of money but makes the store so attractive that people go there. In 1914 he introduced into his establishments a full Saturday holiday during July and August.

He has one of the finest art galleries in the country, on the second floor of his Philadelphia store in which are two colossal paintings by the Russian artist, Munkacsy. One of these,

(Continued on 2d following page)



A few cards written by the famous card writer, Mr. Jay Truitt, and sent us by Mr. J. Austin Brooks. From what we learn, Mr. Truitt writes an immense number of cards, and is always ready to meet any other penmen in a card writing contest.



Lessons in Artistic Penmanship

—For Beginners—

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

Read and Review

I am getting some really wonderful work from students on this Course for Beginners. There are a number who will put their work over into the ranks of the professionals by the time the course is concluded. There are others who are sending in specimens that show very marked changes and improvement, and those whose business writing alone has shown a great change for the better.

And I have made special effort to give you a lot of valuable hints and helps in the instructions accompanying the copy. Will you please take up a systematic study and review of the lessons given up to the present time. Much of the matter given will be just as beneficial for the remaining lessons of the course as it was for the lessons with which they appeared.

Others Should Practice

If I am presenting anything that is of value to anyone, even though you have passed the beginner's stage, you should write me. The editor would like to know who is being helped. Besides, I may send you a line that will encourage you a vast deal in your efforts.

Instruction

No. 1. The ornate D is one of the most beautiful of letters. Study the form well, observing carefully the horizontal initial and finishing ovals. The small shade on the first down stroke is only about one-third the height of the main shade. Keep main shade high.

No. 2. Mark every good capital by writing a word after it. Try "Deitman." Note the compound flourish over the small t.

No. 3. Made from the ordinary business capital. The shade is on the stem of the letter, and it offers good preliminary practice for the S and the L.

No. 4. Study and practice yards of this fine exercise before trying the letters that follow.

No. 5. And the capital S is another letter you want to fall in love with. That same flat oval I have emphasized so much is here in evidence. Swing pen with rapid forcefulness to the crossing of lines. You retard the momentum slightly in changing from over to under motion, and then with a conscious tightening of the grip on the holder the movement is accelerated to produce a short snappy shade. Persist until you get results.

No. 6. Same as 5 to the finish of shade—the hair-line finish is a more pleasing exercise. Have all three lines cross at same point.

No. 7. One of my own special conceits. I got the flat oval larger than necessary. Keep it about same proportion of the others.

No. 8. Use your observation here, also. Don't miss the good points of this very beautiful letter. Put most of your time in on No. 8.

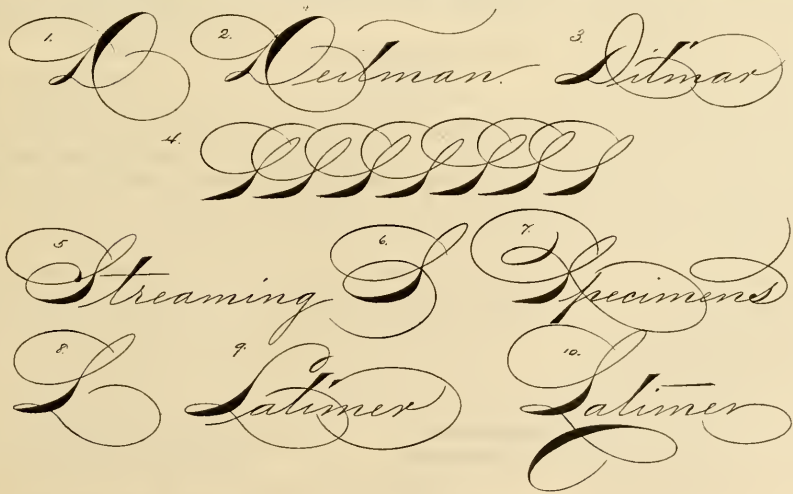
No. 9. Many like this style. It has its special use and should be mastered.

No. 10. I should like to see some good work on this last letter. You can use this shaded flourish on many letters.

Criticism for a dime.

We recently received a specimen of handwriting from the pen of F. W. Bell, age 73, Hamilton, Ohio. Mr. Bell is a veteran penman, having conducted writing schools throughout the district schools of Ohio more than fifty years when, when he frequently enrolled as many as fifty students in his night classes. At that time a fee of \$1.00 for a course of twenty lessons was considered a very high rate of tuition. Judging from the way the Spencerian characteristics have been preserved in Mr. Bell's handwriting a course of lessons must have been a splendid investment for those who took them.

R. W. Ballentine, recently with the Madison, Wis., Commercial College, has just accepted a position to teach with the Massey Business College, Birmingham, Ala.





"Christ Before Pilate," was exhibited in all the large cities in this country, twenty or thirty years ago. I remember seeing it somewhere. It was a most impressive picture, the dignified white robed Russian Christ, standing calmly before the bullnecked Italian Pilate with the howling mob of crazed Jews gathered around him, spitting upon him and yelling curses. The Philadelphia gallery also contains the Munkacsy's great painting of the Crucifixion.

The other day Wanamaker was reported dead at some place in Florida. The newspapers at once took out from the obituary gallery full reports and began to set up a half dozen columns of type as the wire came in from Philadelphia saying that Mr. Wanamaker was at his office as usual that morning and a long way from being dead. It was another Wanamaker down in Florida. I shouldn't be at all surprised if Wanamaker lived to be a hundred. He is a big, but not fat man, has never abused the machine which God makes of every human body and if you don't abuse that machine, and treat it well, it is just like any other machine, it will run a long time before it wears out. Nine-tenths of the human race die a long time before they need to. I saw the other night five old time minstrels, the youngest of which was 65 years old and the oldest was 81, and they did the lightest kind of dancing, turned somersaults and sang like base and tenor larks. You see, like John Wanamaker, these men had never tried to drink all the alcohol in existence nor supported three or four families each.

This merchant prince, worth many millions of dollars, nearly all of it invested in his great business—which directly and indirectly gives employment to more than 65,000 men and women—works seven days a week and that is probably why he is 84 years old and still enjoying good health and going down to his desk either in the great Philadelphia or New York store every day. You know most wealthy people die fifteen or twenty years before they should, simply because they stop doing healthy work which keeps the mind and body in good condition, and sit down and eat too much—they used to drink too much, of course nobody drinks now—and instead of walking to the place of business or about the works, they get into the limousine or sit around in the cushioned arm chairs at the club, smoke many strong cigars and in a little while they die, which it is a good thing because they are no good and when they die it makes more room for somebody that is alive in the world. I said that fine old gentleman for he is a gentleman, every inch of him, works seven days a week. He is busy six days with the affairs of his great, live, clean business. The seventh day he works in the immense Bethany church and Sunday School that he founded more than 50 years ago.

Young people will read this article

and say, "Well, a man don't have the same chance of succeeding now, that he did when John Wanamaker was a young man." People have been saying that ever since Noah came out of the ark, "There isn't the same chance now that there was 20 or 50 or 100 years ago." That is all nonsense. Hundreds and thousands of men starting out as you are doing now will be successful business men in ten or twenty years, and you can do the same if you will do as this man did. First, buy with intelligence, then sell for cash or to good credit only, pay cash for what you buy—your cash discount means a profit—hire the best help there is—help that you don't have to watch, and help that doesn't watch the clock all the time—sell your goods for what they are; don't sell mercerized goods for silk, or shoddy for wool; work just as hard as anybody in the business work. Have every customer satisfied—if he isn't, give him back the money—and you will have the cream of the trade in your town. You may not make millions for you may live in a small town where there are no millions, but you will have the best of the business. You will make more money than anybody else in that line and you will sleep better for your conscience will be clear and you will live longer because you will be in first class mental and physical condition.

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After you read this article by our general manager, Harry M. Bedford, in this issue, write us about your own advertising. We can furnish everything you need to make your advertising pay—Copy, Drawings, Cuts, Printing, Syndicate Folders, Mailing Cards.

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Penmanship or Commercial, Fine Salaries.

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Philadelphia, Pa.

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Bookkeeping Formulas

Teaching and Learning Book-keeping Now Made Easy

A book entitled "The Technique of Bookkeeping", by C. H. Prager, M. Acct., formerly head of Commerce Dept., Gregg School. Many are now in use.

Write now for more information.

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MILWAUKEE BUSINESS COLLEGE
MILWAUKEE, WIS.



GRIFFITH'S GIRLS AND BOYS BOOST

John S. Griffith, president of Englewood Business College, Chicago, recently invited his pupils to write a letter addressed to the editor of the **BUSINESS EDUCATOR**, expressing their appreciation of the various features of the B. E. this year.

The letters are a delight to read, being written in a uniformly good style of penmanship. The writing of Mae Kinsey, Julia Miller and Elsie Poley is exceptionally good.

All of the letters breathe such a friendly spirit as to warm the heart of the editor. These young men and young women had no reason for flattering the **BUSINESS EDUCATOR**, and their commendation is, therefore, all the more appreciated. The following sentences from the letter by George H. Schmidtke, who signs himself "A Business Educator Booster," is typical of the sentiments expressed: "I think it is a wonderful idea of the **BUSINESS EDUCATOR** to issue Certificates to all pupils who have attained the excellence required. It was not easy for me to earn a Certificate for I am not a very good writer. I did not receive a Certificate the first time I sent my specimen, but I did not give up. I worked still harder, and after sending in my specimen for the third time, I succeeded in receiving a Certificate.

"The stories that appear in the **BUSINESS EDUCATOR** by Mr. Cragin, and the true stories of hard workers who win, give us pep and courage in our work that we may succeed."

Besides the persons mentioned above, letters were received from the following students: Irene Pianoski, Helen Kabaczy, E. Kamenske, Agnes G. Fortier, B. Zarumba, Walter Kalal, M. Wojcik, H. Harper, Stella Kaminski, A. Doorn, D. L. Bogdan, Raymond B. Swiertz, and Rose Pacholske.

DeKalb, Ill., Feb. 5, 1922

The **BUSINESS EDUCATOR** is getting better every year. I like the Public School Department and hope that it will continue to grow. I use the **Educator** in my Normal Class and the teachers enjoy it very much.

Yours sincerely,

E. F. EDEL.

B. C. S. DEGREE HOME STUDY OTHER COURSES
WRITE TODAY—
Dean, Oskaloosa College, Oskaloosa, Iowa.

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 now offered at premium with
BOOKKEEPER AND ACCOUNTANT
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CHAS. E. SWEETLAND, Editor
 452 Pierce Building, ST. LOUIS, MO.

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Our Commercial Candidates Placed in 41 States Last Season!

The following large cities have accepted our teachers within the past few months:

Seattle, Houston, Tulsa, Passaic, Memphis, Charleston, Akron, Parkersburg, Camden, Washington, Newark, Dallas, Los Angeles, Pueblo, Hartford, Atlanta, Tampa, Schenectady, Chicago, Portland, Fort Worth, Ypsilanti, Norfolk, Pittsburgh, Lincoln, Cleveland, Louisville, Richmond, El Paso, Springfield, Cincinnati, Detroit, Chattanooga, Syracuse, Birmingham, Baltimore, Jamestown, Butte, Atlantic City, Brooklyn, Mobile, Evansville, Wheeling.

September calls are already filling our files. If you want a better position for next year, write us immediately.

CONTINENTAL TEACHERS' AGENCY

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KENTUCKY

Since January 1, 1922, our teachers have been engaged for high schools in Des Moines, Providence, Bloomfield, N. J., and Concord, N. H.; and in the Mansfield, Conn., Worcester College, and Massey Business Col.

We have had to "pass up" of just the right kind of read this, the vanguard of be marching in. May we

Since January 1

(Written January 30)

The NATIONAL COMMERCIAL TEACHERS' AGENCY
 E. E. GAYLORD, Manager (A Specialty by a Specialist) Prospect Hill, Beverly, Mass

YOUR FUTURE

depends in a large measure upon your present action. Let us tell you of choice positions open for commercial teachers now, or for next

September, and help you get the place you want. All correspondence confidential. No obligation to accept any place. Salaries \$1200 to \$5000—all you can command. Write for details—NOW.

THE SPECIALISTS' EDUCATIONAL BUREAU

ROBERT A. GRANT, President,

ODEON BLDG., ST. LOUIS, MO.



D. W. HOFF

(Continued from 5th preceding page)

guard against using the broader sizes for tracing the edges of letters when cutting in your backgrounds, as you are apt to "slop over" the edges into the spaces you wish to leave white. Also, wherever possible, keep the line you trace in sight, and for the same reason, working up to it with the left edge of the pen. First use a thick ruler and broad point of thin blade of a T square and ruling pen for tracing the straight edges of your design or letters. Then release your paper so that in tracing the curved edges you can constantly turn the paper, keeping the lines in sight, and the hand in the relative position to the curve that insures the greatest ease and precision in following the lines.



Once the letters and edges of the background are outlined, then use your bradest pen, or whittle a thin bit of cigar box wood to a thin wedge shaped point for rapid spreading of the ink over the broad surfaces. You will find it a distinct advantage to tip your drawing board, or lift the edge of the paper slightly, so the ink will drain evenly over the board surfaces.

Reductions

Before sending your drawing to the engraver make sure none of your lines are too narrow to show up plainly in the reproduction. If a beginner, be sure to buy a reducing lense to test out your drawings. The lense is about two inches in diameter. Mine cost fifty cents some years ago. It may cost you more now, but will prove invaluable in still another way, as you can let a prospect see through it just how his cut will look when reduced in size. Any optician can get you one.

HOW TO GET ORDERS

It is very easy to get orders for business signature cuts, if you follow out a simple method, somewhat as follows:

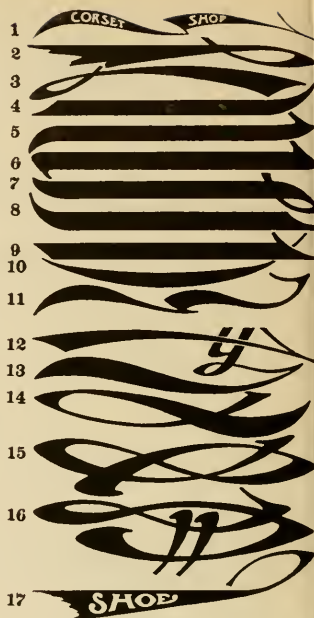
Go to the leading merchant and submit a finished design, not simply a sketch. If he likes it, make him a present of it, if necessary, in order to start the ball rolling. When you call on your next prospect, a diplomatic suggestion that the trade marks or business signature cuts of the most progressive concerns of the country, the big automobile companies, Coca Cola, etc., have brought thousands of dollars to their owners and that you have just made one for Jones, or whatever his name may be, and that you would like to submit a design for

him, your prospective client, is usually sufficient to land an order.

It is better to begin on merchants in the same line, as they are ever watchful that a competitor gains no advantage over them. After the first few designs begin to appear in their



advertisements, the rest is easy. In fact, the writer has picked up orders amounting to as much as twenty-five dollars within an hour or two and has been able to complete the drawings during his spare time within three to five days. What he has done, you can do, if you go after it.



The students in the Philippine School of Commerce, Manila, P. I., are alive to the need of good penmanship, and ten of them recently secured Certificates. The papers are prepared with care and neatness that would be an object lesson to many students in the States, and the forms of the letters indicate that the students have studied the Zaner Method Manual 144 very closely.



A group of Certificate Winners from the Cambridge, Ohio, Business College, F. C. Andrews, President.



Flourishing

Plates by the Late C. C. Canan
Instructions by the Editor

LESSON 4

The first cut in this month's lesson shows some rather elaborate forms of flourished quills. These should not be undertaken until the simpler forms given in the February number have been mastered.

In making either of these quills it will be necessary to change the position of the paper a number of times. This is something that has to be learned by practice.

Every stroke must be firm and clear, no matter how short or light it may be. Firmness is quite as essential in light strokes as in shaded strokes.

The second cut shows quills combined with pen drawings. The beautiful effects in the drawings are secured by very simple lines. Notice how few strokes make the flowers about the drawing, but notice also these flowers are all of about the same size.

To the student who delights in pen work the plates given in this month's lessons will afford material for several hours of pleasant practice.

A dime with your practice work will bring you criticisms worth many times the cost. Address The Business Educator.

REMINGTON SALESMEN MEET

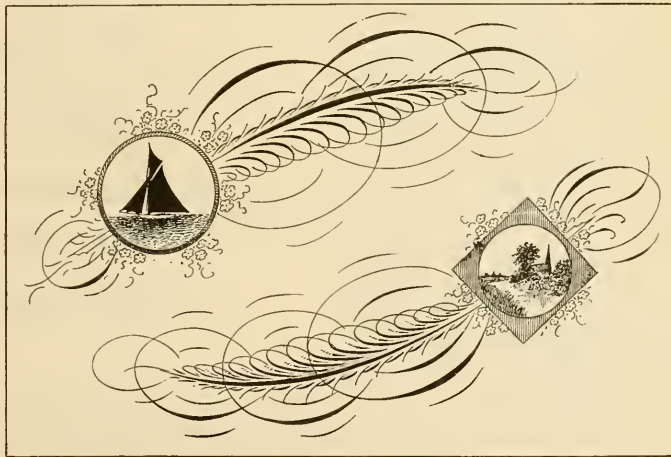
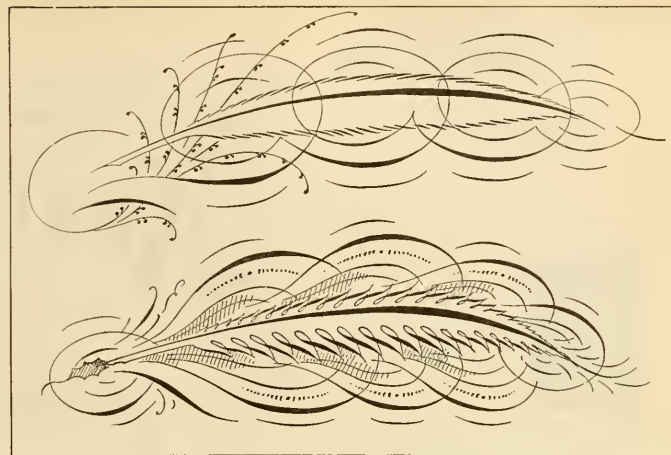
Forty-six Remington salesmen, representing every one of the forty-six branches of the Remington Typewriter Company in the United States and Canada, attended a convention in New York the week of January 16.

These men were the prize winners in their respective offices in the Remington Typewriter Sales Contest which was staged during the months of November and December.

The program of the Remington Convention of Prize Winning Salesmen included visits on successive days to the Remington factory at Syracuse, N. Y., where the new Remington Portable Typewriter is made, to the main Remington factory at Ilion, N. Y., where the Company builds the standard Remington machines and the Remington Accounting Machine, and to the factory at Bridgeport, Conn., which makes the famous Remington line of ribbons and carbon papers. Following these visits which were exceptionally interesting and educational to all of the Remington salesmen in attendance, there was held a convention during the balance of the week at the Remington Home Office at 374 Broadway, N. Y., also some notable entertainment features. Among the latter was a Remington party at the Hippodrome on the evening of January 19 and a

Remington banquet at the Hotel Astor on the following evening attended by the officials of the Company, department heads, New York Remington salesmen and the visiting prize winners—a gathering of about 150 Remington Typewriter men.

These visiting Remington salesmen during the week of the Remington Convention expressed the greatest enthusiasm for the latest items in the Remington line, this enthusiasm being divided about equally between the new Remington Portable Typewriter and the new Remington Standard Correspondence Typewriter, known as the machine with the "natural touch." These two new Remingtons have only been on the market for a few months but already have achieved a popularity among typewriter users which augurs well for the future growth of the Remington business.



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Rockland, Me.

Send self-addressed postal for criticism, and stamps for return of specimens.

OLD ENGLISH

Old English is the engrosser's most useful letter. Study the form closely and memorize the form and character of each letter. The student should be able, after a thorough knowledge of form is attained, to vary the letters in form, size and spacing without sacrificing their character.



See copy. The first nine letters are written on a double curve; the six letters beginning with "P" are tall and narrow and six of them tinted-face, so-called. Vary in size and finish of the letters adds to the artistic effect of the engrossed page. Lay off page very roughly in pencil for the spacing, and follow with pen and ink work. Purchase some broad lettering pens, Nos. 1, 1½ and 2, some straight holders, also some flexible and fine pointed pens for the flourishing and for finishing the letters. Zanerian India ink is very satisfactory. Practice each letter singly until you acquire some proficiency, then follow with another letter, and finally practice in groups and words, aiming constantly for correct form, uniform size and spacing. The tinted-face letter must be carefully outlined in pencil first, then with ink. The tinting was done with a spacing T-square on a drawing board, but the tinting is usually done with a brush on resolution work.

The names at bottom of page were written freehand and left unfinished to show the beginner what the letters look like before the parts are connected and the inaccuracies corrected.

This is a practical lesson and worthy of close attention. Your work for criticism will receive careful attention. Send it along, perhaps—we can help you.

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GENUINE PARMENT (SHEEPSKIN)

Carried in stock in 10 sizes. We hereby quote prices in only 4 sizes.

12"x16"	package of 60 sheets...	\$19.95
14"x17"	" " " " "	27.07
16"x21"	" " " " "	41.80
17"x22"	" " " " "	47.50

We also have the best quality of—

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Leather covers for memorials and testimonials carried in stock. Sizes

6½" x 8½"	Black Seal Grain, padded,	\$5.00
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Learn how you can sell merchandise and service by mail. Find out about the RIGHT WAY to start a mail order business. Get help of direct-mail specialist. A simple but comprehensive analysis of your problems. Write today for FREE BOOKLET.

Ad Builder Kidwell

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FOR SALE Back numbers of the Business Educator, Penman's Art Journal, Western and American Penman dating back to 1897. Writing by Madras, Courtney, Zaner, Mills, Leslie, Doner, and others. Bound volumes of the Art Journal \$4.00 per volume, unbound volumes \$2.75 each. Business Educator, American and Western Penman \$2.50 per volume. A scrap book of business and ornamental writing by the finest penmen the world has ever produced, worth \$40.00, will sell for \$20.00. Money order to accompany all orders.

R. C. KING

701 Met. Life Bldg. MINNEAPOLIS, MINN.

Meub's Professional Oblique Penholders

SOMETHING NEW! Handmade (after my own specifications) by the country's most skillful penholder maker. Adjusted properly to make true, clear-cut shades. I try each penholder before it goes out; it must be right. Beautiful in appearance. Made of tulip, teak, ebony and rosewoods. Send \$1.25 for one today. Try it for a week. If not entirely satisfied, return it and get your money back. That's fair, isn't it?

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.



There are many penholders on the market; but the MAGNUSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnuson Professional" hand turned holders are adjusted specially for penmanship. 8 inch plain, each 35¢; 8 inch inlaid, 75¢; 12 inch plain, 75¢; 12 inch inlaid, \$1.35.

A. MAGNUSON, 208 N. 5th STREET, QUINCY, ILL.



Anna J. Miller, recently engaged in secretarial work for the Newark, N. J., Board of Education, has been appointed to teach commercial work in the Bloomfield, N. J., High School.

Donald Meyers has been engaged to teach bookkeeping in the Omaha High School of Commerce.

Elsa Floehr, of Defiance, Ohio, has been elected commercial teacher in the High School of Covington, Ohio. S. C. Bedinger, of Stillwater, Okla., has just accepted a position with the Rasmussen School, St. Paul.

Mabel Greenwald, last year with the Clarion, Iowa, High School, is a new shorthand teacher in the Mankato, Minn., Commercial College.

J. E. Bowman, Secretary Canton Actual Business College, sent us a nice list of subscriptions. This school, under the leadership of Messrs. J. J. Krider, S. E. Hedges and J. E. Bowman, has used the BUSINESS EDUCATOR in their classes for many years.

Put Your Best Effort

INTO

Everything

You Do Today

Rotary Club Members



FREE Particulars, "How To Become An Expert Penman", and Your Name in Fine Penmanship on two cards, different colors, Embellished, Attractive Designs. All Free. Write today. T. M. TWEED, Box 25-C, Chillicothe, Missouri.

Good Penmanship

will open the door of opportunity to you. You can learn it at home during spare time. Your increase in salary in a month will pay for a course. Besides, it's a real pleasure to write well. Be ready to do your part in the prosperous times which are coming. You have thought it over. Enroll now. Business Writing Course, \$10.00. Ornamental Course, \$15.00.

A. L. HICKMAN, 117 North Vine St., WICHITA, KANSAS.

Make Opportunity Count!



If you buy one dozen of my superb Written Cards, I will send you, FREE, a beautiful specimen of my ornamental penmanship for your scrap book. Only 45 cents. Your work comes along with that of the best in this country."—M. Otero Colmeares.

M. Otero Colmeares,

P. O. Box 484, San Juan, Porto Rico.



Don't be ashamed of your writing. Persons receiving my simplified instructions are amazed how quickly they become expert penmen. Let me make YOU an expert. Your name written on card and full details free. Write today.

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Cal.

PROFESSIONAL PENMEN

Leslie E. Jones, Elbridge, N. Y., Business and Ornamental Writing.

A. W. Anderson, Redlands, Calif., Cards, Flourishing, etc. Sample 25c.

Burt Kelley, 833 Smith St., South Bend, Ind., Mail Courses Penmanship and Card Writing. Samples 25c.

C. C. Oursler, Card-Writer, Oblong, Ill. Generous samples, card case, 25c.

(Your name in this column will cost only a small sum. Ask about it.)

Send 25 cts. for One Dozen Cards

Either plain or ornamental. Stamps or coin.

Samples of my work for red stamp.

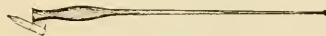
Andrew Hawrylak, Hotel Morgan, Pottsville, Pa.

Correspondence Instruction. Calling cards, ornamental or script, 30 cts. per dozen. Cards for all occasions—hand painted and hand written, 50 cts. each. MIRA L. SMITH, 510 N. Alchese, El Dorado, Kans.

LEARN AT HOME

to write a GOOD Business or Artistic Hand. Free information. Specimens 10c. One Dozen Cards 50c.

J. A. ELSTON, Expert Penman Room 46, 1414 W. 25th Street CLEVELAND, OHIO (See advertisement in February B. E.)



HANDMADE oblique penholder, made of red cedar from Abraham Lincoln old home in Kentucky. 1 for 35c, 2 for 60c, 4 for \$1.00, 1 specimen of flourishing 8x10 inches, bird or awn 15c, 1 set of artistic capitals 15c, 1 specimen of flourishing from the late L. S. Preston, 25c. One and two cent postage stamps taken.

E. F. RICHARDSON, Buffalo, Ky.

SEE YOUR NAME

written in a variety of fascinating styles on one dozen cards for 35 cents. Appropriate for many occasions. For a specimen of my penmanship see my signature below. 10 cents extra will bring a set of my fine BUSINESS CAPITALS. Address



Penman, Abilene, Texas.

Written Name Cards

Only 25c a dozen. Send name and stamps for sample: four, all different, for a dime.

D. A. O'CONNELL, Penman Le Seuer Center - Minnesota

YOUR NAME

Beautifully flourished on twelve white cards. Send a quarter.

W. A. BECKER

CHATTANOOGA, TENN., 4806 ST. ELMO AVE.



Beauchamp's Pen Art Shop 75+ South Olive - Los Angeles, California

Resolutions - Testimonials of Appreciation Motives - Poems - Invitations - Honor Rolls engraved and illuminated by hand.

Expert handwriting and hand lettering. Color work.

Scrap Book Specimens, One Dollar

The American Penman

Now in its thirty-eighth year, contains specimens of Business writing, Ornamental writing, Engraving, Engravers' Script and Flourishing.

Leading penmen and teachers are regular contributors.

The Penman also contains special articles on penmanship pedagogy for teachers and issues a beautiful Certificate of Proficiency to students who have attained the desired standard in muscular-movement writing.

Single copies 10c postpaid. Subscription price for one year (twelve numbers) \$1.25. Free sample copies and special rates for clubs of five or more sent to teachers on request.

THE AMERICAN PENMAN, 30 Irving Place New York, N. Y.

SCRAP-BOOK SPECIMENS!

SEND 2c FOR LISTS AND PRICES

CARDWRITERS—We handle various kinds of supplies. Send 10c for particulars and price list.

PEN ART STUDIO, PORTLAND, INDIANA

QUICK TURNOVER at GOOD PROFIT

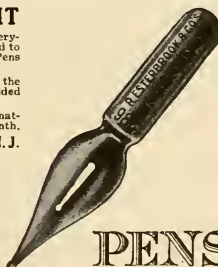
Esterbrook Pens, in the little red box made familiar to pen buyers everywhere by years of national advertising, offer you the surest road to bigger, quicker profits from your pen department. Esterbrook Pens are known and preferred wherever pens are used. This No. 988, triple-plated Radio Pen with silver finish, is one of the twelve most popular pens in the world—all Esterbrook. It is included in your stock!

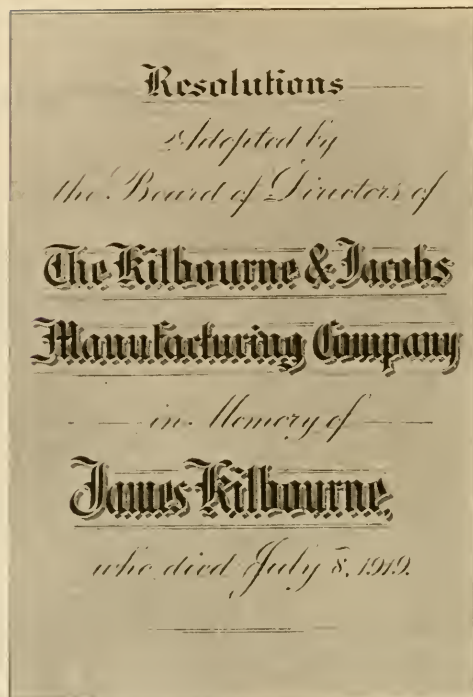
Be prepared to take advantage of the demand created by Esterbrook national advertising. It is reaching more than 10,000,000 readers each month.

The Esterbrook Pen Mfg. Co., 82 100 Delaware Ave. Camden, N. J. Canadian Agents: Brown Bros., Ltd., Toronto

Esterbrook

PENS





A simple but attractive album page by E. A. Lupfer, Zanerian College.

Wanted PITMAN TEACHER
BEGINNING JULY TERM
 Hoffmann's Milwaukee Business College
 Milwaukee, Wis.

Home Study Courses for Commercial Teachers.
 Degrees Conferred. Kalendarlog Free.
 TEACHERS' PROFESSIONAL COLLEGE, Washington, D. C.

Engrosser Wanted
 Must be skilled in Roundhand and Lettering.
 Enclose samples of your work, and state age, experience, salary expected, etc.
C. L. RICKETTS,
 First National Bank Building CHICAGO, ILLINOIS

Bookkeeping Free
 First lesson in Bookkeeping and Accounting.
 Send for it.
THE COMMERCIAL SERVICE AGENCY,
 P. O. Box 618 ST. LOUIS, MO.

WANTED A GOOD ALL AROUND
COMMERCIAL SCHOOL MAN

If you know something of salesmanship and Business Efficiency and how to apply these to business school work, write us if you are looking for a new field.

We want to get in touch with a business producer who can teach part time.

Address A. J. H., Care Business Educator, Columbus, O.

Do You Want a Live Wire Solicitor?

25 years of age. Four years experience. Now employed, but want better opportunity. Write LIVE WIRE, care of Business Educator, Columbus, O.

Be a Photographic Journalist
 New profession, large salaries, wonderful traveling experience, all expenses paid. Hundreds in demand. Easy to learn. Amateur photographers and kodak owners especially. Particulars free. Complete course, lesson plans, etc., prepaid, \$5.00.
 ADDRESS
 The Walhamore Company, Lafayette Bldg., Phila., Pa.

CHEMICAL SERVICE
 Manufacture and sell goods equal to the kind you are selling or are being sold. Manufacturers' formulas, trade secrets, analytical and research work. Matching of samples a specialty. Money saving literature FREE.
C. F. BEHRENS, Consulting Chemist
 1530 Tait Rd. E. W. H. Cincinnati, Ohio

R. G. Layher, this year with the High School at Lorain, Ohio, has recently accepted a position with the Wilkins High School of Commerce, Detroit.

Chester B. Ross, of South Berwick, Maine, is a new commercial teacher in the Concord, N. H., High School.

Helen E. Cotton, Granby, Conn., has recently been elected Supervisor of Penmanship in the Summit, N. J. schools.

Fred Miller, assistant in business policy at the Harvard Graduate School of Business Administration, has been appointed Dean of the School of Commerce and Finance of Northeastern College, Y. M. C. A., Boston.

Elizabeth Fleming is a new shorthand teacher in the McKeesport, Pa., High School.

K. W. Reynolds, recently assistant Treasurer of the Willimantic, Conn., Trust Co., has been engaged to teach commercial work in the Providence English High School.

Advanced Accounting

New classes organized September 6, 1921. Higher Accounting, Auditing, Business Law, C. P. A. Courses. Send for catalog. We are near the great Mammoth Cave.

BOWLING GREEN BUSINESS UNIVERSITY
 BOWLING GREEN, KENTUCKY

HIGGINS' ETERNAL INK-ENGROSSING INK

WRITES EVERLASTINGLY BLACK



THE ETERNAL INK is for general writing in plain or fountain pens.

THE ENGROSSING INK is for special writing, engrossing, etc.

These inks write black from the pen point and stay black forever; proof to age, air, sunshin, chemicals and fire.

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We specialize in Made-to-order Diplomas

Resolutions Engrossed
Diplomas Neatly Filled

Art Calendars and Advertising Novelties
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Best Quality—Reliable Service

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 Rockland, Maine

BOOK REVIEWS

Our readers are interested in books of merit, especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Gregg Reporting Shortcuts, by John Robert Gregg. Published by Gregg Publishing Co., N. Y. and Chicago.

This book consists of three parts: part one has a number of articles on "Preparation for Reporting," "The Demand for Reporters," "Knowledge of the System," "Position of Hand and Arm" and other topics of interest to persons who would gain high speed in shorthand. There are illustrations showing a number of writers in positions for rapid work.

Part Two consists of special word forms and reporting phrase forms arranged in groups under key words.

Part Three consists of special phrases and terms used in certain lines of business such as legal, medical, military, etc.

Every writer interested in bringing his speed up to at least 150 words a minute, and this should certainly include every teacher of Shorthand, will find much help from the matter given in this book. To those ambitious to become reporters, it is indispensable.

In connection with this book students who are ambitious to become reporters will want to have the pamphlets called Gregg Notes, numbers One and Two, containing shorthand outlines for testimony and jury charges, and Gregg Dictation numbers One and Two containing key for this matter. The notes are from the pen of Mr. Gurtler and are very valuable for the phrases and special forms shown.

Obstacles to the Attainment of Speed in Shorthand. Published by the Gregg Publishing Company, New York and Chicago.

This pamphlet is one of the Gregg Educational Monographs, and contains a total of 45 pages. In the booklet are two papers, one by Frederick R. Beygrau on the mental obstacles to the attainment of speed in shorthand, and one by H. H. Arnston on the manual obstacles.

Among the points stressed by Mr. Beygrau is the "word carrying faculty" mentioned by Miss Evans in her paper in this issue. Mr. Arnston lays great emphasis on the correct pen holding and position of the arm and hand in relation to the note book.

This also is a point which is brought out by Miss Evans.

This booklet will be of help to every person who wishes to secure a high speed for himself and to every teacher who would train his pupils to write rapidly.

Making Good in Business, by Roger W. Babson. Published by Fleming H. Revell Company, New York.

"The secret of success is service; the secret of making good is being good and doing good." Mr. Babson thus sums up this most interesting book and gives in these few words his philosophy of business and rule of life.

The book differs from most other inspirational books in being written by a man who is himself a successful business man, noted for his statistical work, and at the same time a man who is profoundly religious and believes that the foundation of success is not material things but spiritual convictions.

The book should be read not only by very young men anxious to make money, but by all men of whatever age who having made considerable money yet feel that they have come short of true success.

Economics for the Accountant, by Kemper Simpson, Ph. D., published by D. Appleton and Company, New York City, cloth cover.

Primarily this is a book for the accountant. It creates a field of its own in helping him to understand completely the broad economic aspects of his work, and in clarifying those problems on which accounting and economics proper seem to differ. For the most part books on economics contain a great amount of material which does not concern the accountant, while text books on accounting merely present certain obvious facts without explaining them or setting them in their proper background. Mr. Simpson's book establishes contact between these two lines of approach.

The book is short, but everything necessary to the accountant's grasp of fundamental economic principles is included. It will prove most beneficial to those with some knowledge and experience in accounting, though beginners will not fail to profit by it. The whole field is covered, definitions are established, principles determined, and finally, applications are made. The special and highly important question of interest as a part of cost is treated in a separate appendix, after the fundamentals have all been assembled and discussed. Certain other particular problems are similarly handled.

Office Dictation, by C. E. Birch, Supervisor of Commercial Education, Lawrence, Kansas. Published by Ellis Publishing Company, Battle Creek, Michigan.

This is published in tablet form providing matter for dictation and space in which the shorthand outlines may be written. The dictation is very carefully graded to introduce gradually new words. It is also arranged to give practice on the one thousand most common words as given by Dr. Ayers in his investigation of business correspondence.

The strong feature of this book is the fact that it is graded. Letters are comparatively short, new words for practice are printed in bold face type, and common phrases such as are used in nearly all systems of shorthand are indicated by hyphens. The book will certainly appeal to shorthand teachers looking for something original in the way of dictation matter.

Expert Dictation, by the same author. Published by the Ellis Publishing Company.

Contains a number of articles for dictation, graded as to length. The first section which consists of nineteen tests, each to be written in one minute, starts with 73 words and goes up gradually, each test being a word or two longer than the preceding, to 105 words. This encourages the student to gradually increase his speed by learning to write each test within one minute.

The following sections contain longer tests to be written in two or three minutes, but graded in the same way. The selections are carefully made and edited to provide practice on common words and phrases, and at the same time build up a vocabulary.

MY OBLIQUE

My oblique holder is my best friend; Many happy hours with it I spend; When by zeal for writing you're possessed, Get an oblique holder and do your best.

E. F. Richardson, Buffalo, Ky.

When Millions of Men

BUCK UP. THINK UP.
TALK UP.

Business will WAKE UP

Rotary Club Members

20th Century Bookkeeping AND Accounting

AN APPEAL TO COMMON SENSE

(Continued from page 8)

So, because Pitman'ic' and not pure Isaac Pitman reporters are in the majority there is sufficient cause to boldly assert that Isaac Pitman is the poorest reporting instrument. Apparently the fact that the Isaac Pitman reporters of New York City, the home of Isaac Pitman Shorthand, are by far in the majority is too uncomfortable to be taken into consideration. The extent of this wilful misrepresentation is clearly demonstrated by the fact that reporters using any system other than Isaac Pitman are practically unknown in England. Reporting in England demands the same high standards as in America, yet 2,824 out of 2,849 reporters in the National Union of Journalism write Isaac Pitman. There are twenty-five writers of other systems, and five is the largest number of writers of any one of the other systems. In the British Parliament there are in all 128 Isaac Pitman reporters, four Taylor, three Sloan-Duployan, and two Gurney. Are unpalatable considerations excluded in our competitors' system of ethics?

"Few Reporters Using the Oldest Pitmanic System"?

It is important to note also, that out of the fourteen Pitman'ic' winners of the sixteen International Contests, twelve of them have been won by Isaac Pitman writers. Further, it is significant that an Isaac Pitman writer, Nathan Behrin, a New York High School product, holds the world's records for speed and accuracy.—It is worth noting here that he requires and receives no special training, that is to say, he steps from the court room to the contest room. He has not taken part in the last three International contests.

It is well known among reporters that there are as many varieties of Gregg Shorthand as there are reporters, for it has no scientific principles of abbreviation. About twenty years ago its promoters printed in their magazine a prediction that within a few years most of the official reporters of the United States would be writers of Gregg. We challenge them to print the names of the Official reporters of the courts of New York City with the systems written by them, or the names of any other large group of official reporters. There are ten Pitmanic reporters for every one of all other systems put together. The Gregg propaganda has had about as much effect on the total official reporting in this country as a horse-fly on the progress of a horse. There are proportionately many more Pitman reporters now than there were thirty years ago when Gregg began.

Why Do So Few Reporters Write Gregg?

The genius of Mr. Schneider is winning the National Shorthand Reporters' Association cup last year has fulfilled a long cherished hope and opportunity, and has given rise to an unprecedented advertising campaign. Sensible folks will not overlook the fact that all the other prize winners—eight—were Pitmanic. Are the many time the light-line champions have failed even to qualify in speed and accuracy contests to go unheard of and unsung?

It seems to us that one of the causes of the light-line furor is to be found in the fact that lately we have been paying more attention to advertising the claims of Isaac Pitman Shorthand. This seems to have caused no little apprehension on the part of promoters who only too well realize that superior merit, when universally known, counts for more than frantic boosting of inferior goods.

It is fairly obvious, also, that the failure to produce shorthand reporters, and the comparative futility of the desperate efforts that have been made to oust Pitman Shorthand from the New York City high schools is causing much alarm.

These rather stupid, but none the less, virulent attempts to discredit Isaac Pitman Shorthand are a mighty big reflection on the good judgment of all Isaac Pitman teachers. We are sure they resent these insidious and totally unjustified attacks of our opponents, and anyway, the whole subject should be above acrimonious disputes. We advise our competitors to "cut it out."

Send for full account of the Sixteen International Shorthand Speed Contests.

ISAAC PITMAN & SONS 2 West Forty-Fifth Street, NEW YORK

Particulars of a Free Correspondence Course for Teachers sent upon request

Penmanship Supplies

The new Z-B Catalog of Penmanship Supplies is now ready. It lists Paper, Cards, Pens, Penholders, Ink, Rulers, Erasers, Texts for Penmen and Engrossers, and many other items — a total of more than one hundred fifty.

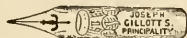
YOUR COPY is ready. What is your address?

THE ZANER-BLOSER CO.

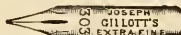
Columbus, Ohio

Gillott's Pens

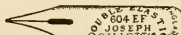
The Most Perfect of Pens



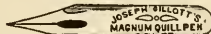
PRINCIPALITY PEN, No. 1



VICTORIA PEN, No. 303



DOUBLE ELASTIC PEN, No. 604 E. F.



MAGNUM QUILL PEN, No. 601 E. F.

GILLOTT'S PENS have for seventy-five years stood the most exacting tests at the hands of Professional and Business Penmen. Extensively imitated but never equalled, GILLOTT'S PENS still stand in the front rank, as regards Temper, Elasticity and Durability.

SOLD BY ALL DEALERS

Joseph Gillott & Sons

ALFRED FIELD & CO., Sole Agents

93 Chambers St.

NEW YORK

PENMANSHIP SUPPLIES

Prices subject to change without notice. Cash should accompany all orders. All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, goods listed to go by express will be sent by parcel post, if you pay charges.

PENS

Zanerian Fine Writer Pen No. 1.		
1 gr. \$1.75	¼ gr. \$.50	1 doz. \$.20
Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3,		
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5,		
Zanerian Business Pen No. 6.		
1 gr. \$1.25	¼ gr. \$.40	1 doz. \$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.		
1 Complete set (12 pens).....		\$0.35
½ doz. single pointed pens, 1, 1½, 2, 2½, 3, 3½.....		.20
(The pens most used by letterers and engrossers)		
¼ doz. single pointed pens		.15
½ doz. double pointed pens		.35
1 doz. single pointed, any No.....		.25
1 doz. double pointed, any No.....		.60

PEN HOLDERS

Zanerian Fine Art Oblique Holder, Rosewood:		
1½ inches. \$1.25	8 inches.	\$1.00
Zanerian Oblique Holder, Rosewood:		
1½ inches. \$.85	8 inches.	.75
Zanerian Expert Oblique Holder, 7½ inches:		
1 only \$.20	1 doz. \$1.25	½ gr. \$6.50
½ doz.75	¼ gr. 3.50	1 gr. 12.00
Excelsior Oblique Holder, 6 inches:		
1 only \$.15	1 doz. \$1.20	½ gr. \$5.50
½ doz.70	¼ gr. 3.00	1 gr. 10.00
Zaner Method Straight Holder, 7½ inches:		
1 only \$.15	1 doz. \$.90	½ gr. \$4.50
½ doz.50	¼ gr. 2.50	1 gr. 8.50

1 Triangular Straight Holder, 7½ inches.....	\$0.20
1 Triangular Oblique Holder, 6 inches.....	.20
1 Central Holder, hard rubber, 3¾ inches.....	.25
1 Correct Holder, hard rubber, 6¾ inches.....	.25
1 Hard Rubber Inkstand.....	.55
1 Good Grip Penpuller	.10
1 Inkholder for Lettering	.10
1 All-Steel Ink Eraser	.60

INKS

Zanerian India Ink:		
1 bottle. 40c	1 doz. bottles express.....	\$4.00
1 bottle Zanerian Gold Ink		.25
1 bottle Zanerian School Ink		.20

Arnold's Japan Ink:

Nearly ½ pt., \$.45 1 pt., express, \$.65 qt., express, \$1.15
(Quarts and pints of ink cannot be mailed.)

CARDS

White, black and six different colors:
100 postpaid, 30c; 500 express (shipping weight 2 lbs.), \$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.

Flourished Design Cards:

With space for name. Two different sets of 12 each. Every one different.
2 sets, 24 cards..... \$.20 6 sets, 72 cards..... \$.40
3 sets, 36 cards..... .25 12 sets, 144 cards..... .70

ZANER & BLOSER CO., Penmanship Specialists, Columbus, Ohio



"I MUST do something to keep my thoughts fresh and growing. I dread nothing so much as falling into a rut."

—JAMES A. GARFIELD.

The secret of successful inspiring teaching is an open-minded attitude toward professional problems—a willingness to hear the other side. It is inconceivable that of all the arts and sciences shorthand alone should become static.

ROWE Shorthand is a radical departure in shorthand systems. Its textbook presentation is thoroughly in accord with the scientifically determined principles of drill and habit formation. The variety of the illustrative and exercise material and the extensive provision which is made for dictation from the very beginning of the study are features of the teaching method of the text which are today receiving the serious and thoughtful consideration of shorthand teachers who are imbued with the modern scientific attitude toward education.

The alphabet and principles of ROWE Shorthand have been developed with but one purpose in mind—to enable the writer to express *fully and completely* all the sounds of words. Word-signs are extraordinarily few—the ability to *apply principles* is developed instead of burdening the memory with innumerable word-signs, contractions, and arbitrarily abbreviated forms. All the prefix and suffix forms—far fewer in number than in other systems—represent *etymologic* prefixes and suffixes, so that the student's knowledge of word structure and spelling is constructively developed instead of being torn down.

A complete course of study in ROWE Shorthand is now available—a course which for careful development, close correlation, and downright practical helpfulness to teachers is superior to any other series of shorthand texts.

For Beginners

Rowe Shorthand—New and Revised Edition	} For the teacher
Graded Exercises in Rowe Shorthand	
Special Instructions and Suggestions	
Review Outlines	
Tests in Rowe Shorthand	

For Dictation Classes

Dictation Course in Business Literature
Graded Dictation Tests (For the Teacher)

For Office Training and Secretarial Classes

Advanced Dictation and Secretarial Training
Budget of Forms
Classified Dictation Drills (For the Teacher)

The H. M. Rowe Co.

CHICAGO

BALTIMORE

SAN FRANCISCO

THE BUSINESS EDUCATOR

VOL. XXVII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 8

April, 1922

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

Live coward
has to die
sometime

—Max W. Cramer—

—E. Brown, 1922—

ZANER-BLOSER COMPANY
COLUMBUS, OHIO

Entered at Post Office, Columbus, Ohio, as second class matter.



It is our new machine, the *Improved*
Self-Starting

REMINGTON

This is the machine on which Miss Marion C. Waner won the last World's Amateur Championship, with a gross record of average words per minute surpassing all the professionals. A commercial educator of national prominence calls it "the *fastest* typewriter and the best *teaching* machine in the world."

This latest Remington is the machine with the "*natural touch*." And you cannot appreciate what *natural touch* means until you try the machine. It is a revelation to every typist.

Remington Typewriter Company
(Incorporated)

374 Broadway

Branches Everywhere

New York



COMMERCIAL TEXTBOOKS

You should know at least some of these books:

- *Office Dictation
- *Expert Dictation
- *The Vocabulary Method of Training Touch Typists
- Practical Law
- Essentials of Commercial Law
- The New Model Arithmetic
- Ellis Rapid Calculation
- Effective English and Letter Writing
- *A New English System for New American Citizens
- *Letter Writing for the Business Builder
- Ellis Business Correspondence
- Ellis Rational Speller
- Marshall's Method of Thrift Training
- The Ellis Method of Home Accounting
- *The Ellis Method of Form Accounting
- ELLIS INDUSTRIAL BOOKKEEPING
- THE TABLET METHOD OF TEACHING BOOKKEEPING
- Modern Banking
- Special Bookkeeping Sets
- Office Equipment
- Stationery and Supplies

The books (*) are very recent publications. Our Bookkeeping Courses have recently been revised.

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ZANERIAN REUNION & Summer School

COME AND MEET THEM

Penmen, Supervisors and Teachers of Penmanship from many states are planning to attend the Zanerian Reunion, July 5, 6, 7.

They are coming to meet other leaders in penmanship, see the new Zanerian Quarters and take additional work in Penmanship and Methods.

Extensive plans are being made to make the summer's work in the Zanerian a great success. Write for circular.

ZANERIAN COLLEGE OF PENMANSHIP

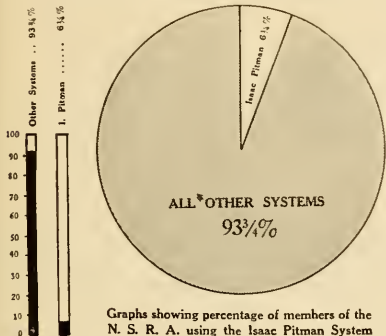
612 NORTH PARK STREET

COLUMBUS, OHIO

Why Do So Few Reporters Write the Oldest Pitmanic System?

That is an interesting question suggested by running through the 1920 report of the National Shorthand Reporters' Association. The roster shows that only fifty-seven (6 1/4 per cent) of the total membership claim to write Isaac Pitman shorthand, the original Pitmanic system. Eight of these are Canadian reporters. The graph visualizes the situation. This is the amazing representation in the leading body of professional reporters of the oldest Pitmanic system in America after eighty-four years of teaching and vigorous advertising!

The roster of the association presents some other thought-provoking data. It shows, for example, that the original Pitman Shorthand has split up into forty-one varieties. (See Official Report, 1920, page 40.) This fact suggests another pertinent question. Why are there so many modifications of the original? The answer is quite simple and also quite convincing. "Changes" and "improvements" and "modifications" in a system are the result of discovered weaknesses by practical users—a recognized need for something better. The greater the number of developed defects, the greater the number of variations.



In support of this conclusion is the fact that the Standardization Committee of the Association has been working for years to reduce suggested improvements to a workable basis. Incidentally, the labors of this body of earnest, practical reporters of high professional ideals, striving conscientiously for years to improve Pitmanic shorthand (but without tangible result), are about the most conclusive proof of the inadequacy of Pitmanic shorthand that could be offered. It explains why so few reporters use the original system, and why it ranks next to the lowest in reporter representation among the Pitmanic systems of any consequence—the lowest being the Munson, which more closely approaches the Isaac Pitman in general characteristics than any other.

The data to be derived from this report is enlightening, in view of the well-known tenacity of life of shorthand systems—as, for example, the Gurney system, which for more than one hundred years has been the official reporting system used in the British Parliament.

But What About Gregg Shorthand?

It is beside the point to discuss the reporter representation of Gregg Shorthand in an association which is composed largely of Pitmanic reporters, although the rapid increase of reporters using Gregg Shorthand is without a parallel in the history of shorthand. Gregg Shorthand is a mere stripling compared with the venerable systems represented in the association's roster. The writers of it naturally would not be found in abundance in an association which devoted so much of its attention to Pitmanic problems—such as "standardization," etc.

But this one fact is outstanding and significant: One of these Gregg members, Mr. Albert Schneider, won the world shorthand championship in the 1921 speed contest of the National Shorthand Reporters' Association, in defeating three former champions and the best Pitmanic writers that could be summoned to defend the cause of Pitmanic shorthand. He established a record on the most difficult kind of matter given in the contest that has never been equalled by any other writer in any contest—211.2 words a minute net, with an accuracy of 98.32. In addition, he transcribed five of the highest speed dictations—175, 200, 215, 240, and 280 words a minute—in the time allotted for three—a feat that has never before been equalled. In the five dictations his average speed was 222 words a minute, and his average accuracy, 98.26. The speed and legibility of a shorthand was never more convincingly demonstrated.

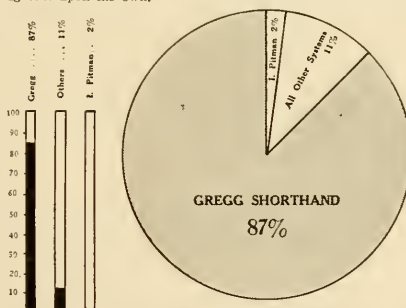
If speed and accuracy in shorthand writing are essential qualifications for a shorthand reporter, then there is not an argument left against Gregg Shorthand. Mr. Schneider defeated the best that the Pitmanic writers could produce, and he is the youngest and least experienced writer to win the championship.

Why Do So Few Schools Teach the Oldest Pitmanic System?

The oldest Pitmanic system in America—Isaac Pitman Shorthand—is taught in the high schools of but 2 per cent of the cities and towns of the United States whose high schools teach shorthand. May not the experience of the schools parallel the experience of the reporters?

The status of Gregg Shorthand, which came into the field half a century after the original Pitman system, is in striking contrast. It is taught in the high schools of 91 per cent of the cities and towns of the United States whose high schools teach shorthand—adopted, in most instances, after a comparison with

the older systems. (See graph for comparison.) It is a certainty that the school authorities and the teachers—a majority of whom formerly taught Pitmanic shorthand—know results when they see them. The teacher has no illusions. He has the experience of hundreds of learners to draw from; the reporter bases his judgment upon his own.



By sheer force of merit Gregg Shorthand has risen in a short time from a negative position to one of positive dominance. It is today the NATIONAL SYSTEM—tested and proved from every angle.

Why be satisfied with less than the best in your school? Your name and address on a post card, addressed to Department B, will bring particulars of the championship contest of 1921.

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Fifteenth Edition

A Practical Course in Touch Typewriting

By CHARLES E. SMITH, Author of "Cumulative Speller and Shorthand Vocabulary"

The first edition of *A Practical Course in Touch Typewriting* was published in June, 1904. It at once took a commanding position among text-books for the teaching of touch typewriting.

When the World's Championship Typewriting Contests were inaugurated the exponents of *A Practical Course* won every Contest in every class for so many years in succession that a rival publisher began speaking of them as professional typists.

The reason of the phenomenal success of "A Practical Course" rests mainly in the scientific and pedagogical way in which the student advances while mastering the keyboard. The strong fingers are not strengthened at the expense of the weak fingers; neither are the weak fingers wearied with drills in advance of their more nimble brothers. All the fingers are trained all the time, with due consideration for the strength and suppleness of each. The student goes from the known to the unknown, the line of least resistance being followed throughout, so that he acquires the ability to write by touch almost before he knows it.

WHAT MISS FRITZ SAYS

"I am pleased to state that I consider 'A Practical course in Touch Typewriting,' the only text-book from which I studied, the best typewriting instruction book that I have seen. The exercises are excellent, and have helped me wonderfully in working up speed. The whole course is very interesting from the beginning, and it cannot but produce the best results in the shortest time. I attribute my success in typewriting in a large measure to the assistance given me by Mr. Charles E. Smith, the author of the book, and I am sure any one who uses it will be more than pleased with the results."—ROSE L. FRITZ.

Four Times Winner International Typewriting Trophy

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Adopted by the New York, Boston and Baltimore High Schools

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THE Business Educator

COLUMBUS, O.

LUPPER

VOLUME XXVII

COLUMBUS, OHIO, APRIL, 1922

NUMBER VIII

A PLEA FOR PENMEN

Could you write a course of lessons in Business Writing?

It requires skill of hand, a clear brain, careful planning, and plenty of hard work.

But it will increase your skill, teach you some things about penmanship you did not know, and make you a better teacher.

The publication of a course from your pen would give you added prestige, and introduce you to thousands of persons from coast to coast.

The principal course for next year and the year following are arranged for, but besides these we want at least one brief course (5 months) each year, besides specimens of page and paragraph writing.

Would you like to contribute? If you would, write us. No promise can be made to publish any course or specimen, as the standard is high, and we will publish the best courses we can get. But we shall be glad to hear from you.

Send us a specimen of your writing. We will advise you what to do, to improve it—and whether or not we think you are ready to attempt a course. We want to develop penmen for the future. Both on and we must look ahead five or ten years.

THREE IMPORTANT MEETINGS

In this number are given the programs of three important meetings of teachers. Be sure to find them, and note the good things offered.

E. C. T. A. at Trenton

The program of this meeting is given on page 24, Professional Edition. Those Easterners always do things well, (thanks, we should say, to the large number of western men in the east) and this meeting promises to be one of the best.

Eastern Indiana

See the program on page 35 of the

Professional Edition (page 28 of the Students' Edition).

National Association of Penmanship Supervisors

See the program of the Benton Harbor meeting on page 19, Professional Edition. Here is a feast that no penmanship teacher and supervisor will want to miss. Mr. Barnett calls it the best program ever made, and promises that every speaker will be there.

ZANER METHOD SUMMER SCHOOL.

In San Francisco

R. E. Wiatt, Supervisor of Penmanship in the Public Schools of Los Angeles, California, is conducting the Penmanship Summer School in the San Francisco State Teachers' College, San Francisco, California. A six weeks' course is offered beginning June 26 and ending August 4. Miss Marietta C. Ely, Assistant Supervisor of Writing, Los Angeles, California, and Miss Bertha Taylor of the faculty of Teachers' College will assist in the course.

This winter, beginning February 13, Mr. Wiatt is giving a course in the University of Southern California, Los Angeles. This course is intended for teachers and principals. For several years he has conducted the Summer courses at the University of Southern California at L. A. These courses indicate that in California penmanship is being recognized as an important subject. Instead of merely placing a copy in the hands of the pupil and leaving him to imitate it as best he can, the methods of teaching penmanship are getting attention so as to secure the best results from all pupils.

Mr. Wiatt is a splendid instructor for such courses. He not only understands thoroughly how to write and how to teach writing, but he has a contagious enthusiasm which gets results in his classes. He is also fertile in teaching plans and is able to arouse the interest of every one in the class.

NORTHERN PENMAN'S CLUB OF JAPAN

The club was organized in the summer of 1920. I was first elected the manager and R. J. Yanagi date assists me in carrying out many kinds of works. Mr. William K. Natamura is our adviser and from whom we receive instructions and suggestions regarding penmanship. He had been in America for many years studying business education there. While abroad he had also studied and practiced penmanship as well as pen art, and was qualified as a penmanship teacher. We are told that he had been teaching penmanship for years in a certain High School in America. Now he is teaching commercial English, American penmanship and many other important subjects concerning English. He is especially interested in penmanship and encourages us to be proficient in the art.

The first meeting was held on the 11th of July of the same year, and it was indeed a happy and joyous one. Since then we have been doing everything in our power to demonstrate "business writing" of American style. Last autumn two grand penmanship exhibitions were held, accompanied by those of Japanese writings and paintings and photos and posters, the one at the Otaru Commercial School and the other at Hokkai Commercial School.

From this time, the name of our club has come to be better known to the public. Sometimes we publish the magazine called the "Northern Penman" to make known our works to the schools here. Recently many students of the commercial as well as middle schools are desiring to study and practice this style of penmanship and therefore teachers of these schools are of the opinion of adopting the pedagogics of American Penmanship, what we call, and of abolishing the system of old copy books in their penmanship lessons.

R. Iriye.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
HORACE G. HEALEY - - - - - Contributing Editor
E. W. BLOSER - - - - - Business Manager

Published monthly (except July and August)

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612 N. Park St., Columbus, O.

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The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

HELPFUL WRITING LESSONS

By RENE GUILLARD
5247 Jefferson Street, Philadelphia, Pa.
Penman, Banks Business College

YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS FOR APRIL

Many poor writers enter school each year with the expectation of transforming a miserable scrawl into a good legible hand in from two to three

months of night school. This, however, is impossible. Short cuts to skill are numerous and alluring but are alike disappointing and disastrous. "The

secret of success is constancy of purpose."

Use good pens, good paper and good sense.

"A great heart has no room for the memory of wrong
Laziness travels so slowly that poverty soon overtakes it.

Plate 60. Aim to keep all minimum letters even in height. The loop letters should be three times as high as the minimum letters.

"In the battle of life we cannot hire a substitute
It is always easier to discuss the duties of others, than to do our own.

Plate 61. Aim to keep all down strokes on the same slant. Use an easy arm movement.

Are You Working for a B. E. Penmanship Certificate?
Ask Your Teacher About It

⁶² Contentment consists not in great wealth
but in few wants

Self mastery is the essence of heroism.
Deeds are but dreams made captive

Plate 62. The form of C used in Contentment is liked by many penmen. Study it for it is easily made when once you have acquired the knack.

⁶³ We must take the current when
it serves or lose our ventures

In the lexicon of youth there is
no such word as fail

Plate 63. The first quotation contains much truth. Now is the time for you to learn to write a good business hand. The first and second parts of the W should be the same height.

⁶⁴ True glory lies in the silent conquest of
ourselves. THOMPSON.

The secret of success is constancy of purpose.
Sorrow follows wrong as echo follows song.

Plate 64. These are good quotations. Keep at it constantly. You will never become a good writer by following a few lessons. It is by intelligent practice and by doing much work only that you will succeed.

⁶⁵ Self sacrifice lies at the door of great
usefulness

Every moment of worry weakens
the soul for its daily combat.

Plate 65. Be sure you aim right in your practice. Have a good mental picture of what you want to execute and your progress will be more rapid.



"The dogmas of the quiet past are inadequate to the stormy present; the occasion is piled high with difficulty and we must rise to the occasion."—LINCOLN

Plate 66. Don't forget the position at the desk. Get as much freedom and grace as possible in your work. Gracefulness is the chief charm of writing.

67 A B C D E F G H I J K
L M N O P Q R S T U V
1 2 3 4 5 W X Y Z 6 7 8 9 0
A quick brown fox jumps over the lazy dog.

Plate 67. Study these capitals thoroughly. I have attempted to produce a model business alphabet.

*The Inspirational Touch
in Business Writing
—Lupfer, Gullard & Bridet*

That the compliment paid here by Mr. A. M. Wonnell, East High School, Cincinnati, Ohio, is deserved is shown by the lessons and plates presented in this issue.

The real teacher is one who uses the text book merely as a framework about which he weaves his own personality, skill and ability as an instructor.
L '22



Ammonia Business Commission
Diplomacy Examinations Flourishes
Gaining Hammer Invoice Jury
Knight Learning Minimum Names
Omnipotent Payment Quantum Rome
Summer Tomorrow Uniform Vine
Writing Xury Yorkshire Zinnia.
Lehman

Good practice matter from H. B. Lehman, St. Louis, Mo.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p
q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

This is a specimen of my plain
business penmanship which I ac-
quired by following the lessons in
the Business Educator while a stud-
ent in the Blank Business College.

Blanktown State

Date

CHAMPION

Student's Name

Mills' Masterly Lessons in Business Writing

Movement exercises have considerable value in training the hand to execute letters. This is especially true of capital letters. All the exercises in the first copies should be practiced before taking up capital P and R.

Exercises have this limitation: Their value is in direct proportion to the similarity between the movements used in the exercises and the movements used in the letters. This similarity extends not only to form but to speed. Therefore, in practicing an exercise preparatory to making a capital letter it should be practiced at the same speed at which the letter will be made. Very

often students write an exercise at a very high rate of speed and then attempt to make the letter very much more slowly.

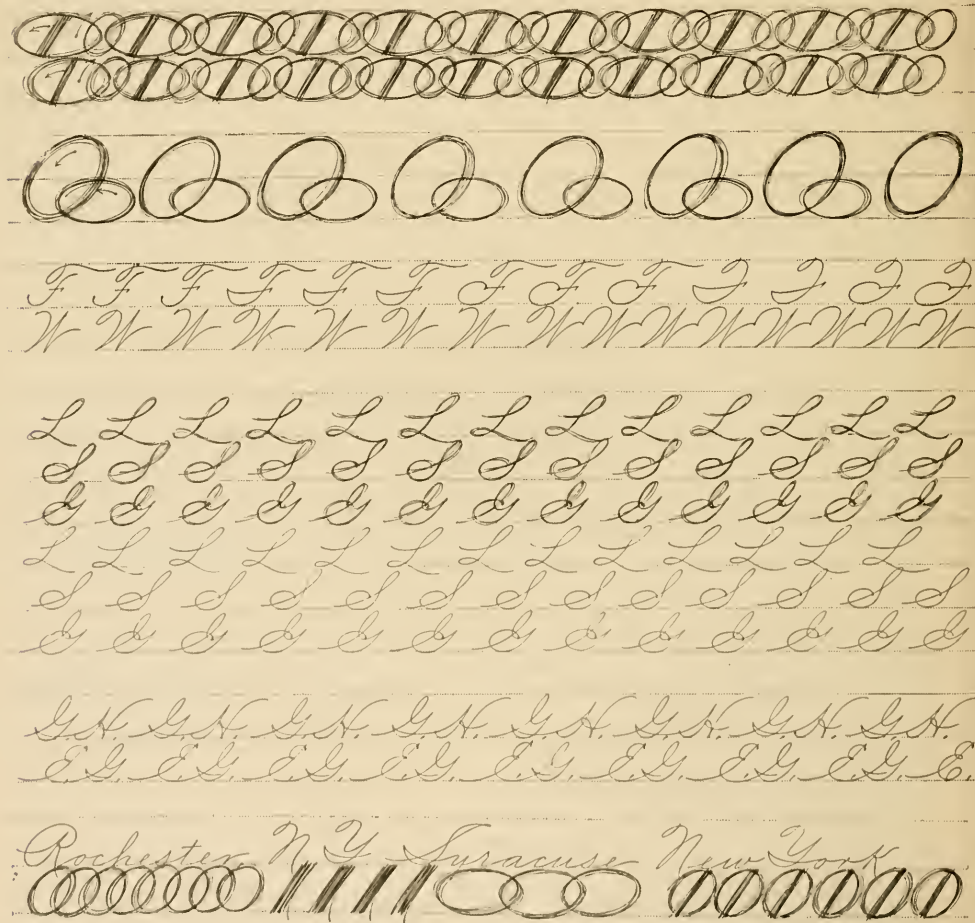
The best speed for both exercise and letter is usually found between these two extremes. Slow down on the exercise and secure greater control of the muscles in making it. Then speed up on the letter so as to use in making the letter the same movement that you use in the exercises.

Another consideration in applying exercises to letters is that in exercises we have an opportunity to practice the motion. If the third or fourth oval

is a good one, and the following ovals are also fair, the result is fairly satisfactory; but in making a letter it must be done with the first movement.

So another difference is that exercises are usually made with a free, continuous movement, while letters are made with a movement which must be controlled and stopped at certain determined points.

The exercises given this month are excellent practice for the letters that follow. The letters themselves are models which you will find worthy of study and imitation. See what good work you can do on them.



Pine Pine Pine Pine Pine
Plain writing for business purposes.

Running Running Running Running

F F F F F F F F F F F F F F F
Fame Finance Famine Farming F

Time Tame Tune Torn Turn Tin

Summ Summ Summ Summ Sum
Six Six Six Six Six Six Six

Penmanship Criticism

The production and appreciation of literature have been enhanced by criticism. In spite of angry protestations from some authors, literary criticism has been beneficial to literature.

We need penmanship criticism. Too long have penmanship publishers and teachers clung together in the worship of traditional halftruths and errors. In the past there was some excuse for this ignorant obstinacy. But now that unsentimental science, in the guise of psychology, has critically separated truth from error, such excuse is gone.

The erroneous traditions handed down from mouth to mouth concerning the history of writing, altho to be regretted, are of but little material consequence; but the unpsychological teaching methods so common the country over are inexcusable and criminal. When Dr. Freeman published his "Psychology of Writing," he made such teaching a crime. Time is life. The teacher who causes pupils to spend time on the impractical is taking life. It is the writing teacher's duty to know the short cut to a practical hand - and to teach it. Unless he has made the facts in Dr. Freeman's book part of his teaching self his teaching must be unscientific and wasting.

We should appreciate and take advantage of Dr. Freeman's criticism.

G. D. Grisct



Teacher's Professional Edition

(Supplement)

Pages 17 to 28, Inclusive

THE PURPOSE OF SCHOOLING

The difference between training and education may be stated thus: Training fits the student to do. Education fits him to learn.

Education stretches across the brain, as it were, threads of knowledge which serve to catch and hold in the mind the facts which come under our observation, in our daily life, and particularly in our reading.

If the students has not constructed this "seine of knowledge" with which to arrest and hold facts as they are brought within his grasp then he is not really educated.

Herein lies the key to the controversy between practical education and cultural education. The first insists that the man or woman when he leaves school shall be able to earn his way and make a living. The second insists that he be fitted to go on learning and developing.

Both are right. Unless the student has the practical training which will enable him to earn a living he will be a parasite on the social structure. It makes no difference whether he is born rich or born poor, he should "pull his own weight."

But if he is merely trained for a particular job without the equipment needed to go on learning he will never become the man which was it possible for him to be. And what avail is it to earn a living but be cheated out of a life?

Business colleges generally have been successful in training their students to do some particular thing. They have not usually given enough attention to training them to go on learning so that they may develop into really capable business men and useful citizens.

There are some studies which should be introduced for this very purpose, not for the training they give for a particular job, but for the fact-catching network of knowledge they spread through the mind. A Business College course of stud can not be called complete unless it has some work of this nature.

TEACHERS OF COMMERCIAL SUBJECTS WANTED

The Civil Service Commission at Washington announces examinations for a number of subjects including Teachers of Commercial Subjects. These include:

- General commercial subjects—business English, commercial arithmetic, commercial geography, combined with either (b), (c), or (d).
- Typewriting and stenography.
- Commercial law and bookkeeping.
- Commercial law, accountancy, and business administration.

Graduation from a standard high school or equivalent education, together with the completion of a commercial course in any of the above combination of subjects, to be evidenced by a certified or photostat copy of the diploma or certificate of graduation submitted with the application. In addition, at least one year of successful experience in teaching commercial subjects along one of the lines indicated above. One year of normal school training or its equivalent in summer normal terms will be accepted in lieu of the specified teaching experience, which may have been acquired either in regular school work or in any branch of the rehabilitation service. Teachers of stenography must specify the system of shorthand in which they are qualified.

Salaries are \$1600 to \$2400 a year. Applicants should at once apply for form No. 2118, stating the title of the examination desired to the Civil Service Commission, Washington, D. C.

SHAWNEE SCHOOLS

Shawnee, Oklahoma, claims to be the best city of 20,000 population in that State in which to live and rear a family. The judges of the contest, which was started by the Rotary Club of Shawnee, gave much weight to the school system. The city makes the following claims for its school system showing that the cities of the West are leading the movement to make the schools function in the life of the community. How does the school system of your city compare with that of Shawnee in these particulars?

Today Shawnee possesses a school plant worth more than a million dollars with a faculty of 115 teachers and an annual enrollment of 4,200.

The school system in built around ten main points. They are:

- A system of health and physical training measures and program under school direction.
- Management of the play and recreation periods of school and plans for making athletics a vital part of the whole school program.
- Efforts to regulate home study and school work by means of house-schedule arrangements, i. e., home study, Monday evening to Thursday, inclusive.
- A plan of regular weekly school managed social affairs and literary societies, dramatics and musical clubs and the like.
- The use of the regular assembly periods for creating school sentiment and for furthering programs for school betterment.
- Plans for general directing of scouting (Boy Scouts, Girl Scouts,

Campfire Girls), i. e., a faculty commissioner and Campfire director.

7. Instruction in soil culture, normal training, household economy, thrift, saving, home industry, school and home gardening and the like.

8. Measures for preventing pupils from using tobacco, attending questionable pleasure resorts, from gambling and similar excesses.

9. Active parent-teacher associations or the equivalent with free membership and regular open discussion of school and home problems.

10. Other organizations and measures within the school intended to make the school a conscious part of the community life and a conscious contribution to its well-being and prosperity.

COLLEGE ENTRANCE CREDITS IN COMMERCIAL SUBJECTS

At a convention held in Milwaukee January 11, presided over by Glen Levin Swigget, Specialist in Commercial Education, a resolution was adopted regarding the above subject. The recommendation regarding Commercial Courses in High Schools and Business Colleges follows:

That the commercial course in secondary schools include the three following sequences: English, Social Sciences, and Mathematics and Science. (Commercial Geography may be offered as a part of the Mathematics-Science sequence if not presented in the Social Science Group). That a minimum of three units be offered in each of these sequences.

(NOTE: One unit of Business English may be offered in the English sequence. One unit in United States History and Civics shall be included in the Social Science sequence. Social Science may include: Industrial History, Commercial Geography, Commercial Law, Salesmanship, and Economics. One unit in Commercial Arithmetic may be offered in the Mathematics-Science sequence.)

And further, that whenever elected at least two units must be taken in any one of the following technique groups: (a) Accounting, (b) Secretarial, (c) Merchandising.

(NOTE: In group (c) or Merchandising, at least one unit must be offered as prerequisite in either Industrial History or Commercial Geography or one-half unit in each.)

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(Professional Edition)

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MENTAL MEANDERINGS

By CARL MARSHALL
South Pasadena, California

A Day Through Seagirt Mountains

At this writing, mid-February, I am again headed northward from Orange



Land, being just a trifle in advance of the other wild fowl. You know there are just two rail routes from Los Angeles to 'Frisco, both personally conducted by the Southern Pacific. One leads through the Tehachapi Pass and on

down the great San Joaquin Valley; the other zigzags through the Coast Range and along the seashore. Last year, I took my annual northern flight along the central route, and told you about it; this time, I came by the shore route. Of course, one is not compelled to ride on Mr. Huntington's four-cents-a-mile trains. If he is traveling with light impedimenta, and is willing to chance being hurled into Kingdom Come by being skidded off some sharp turn of the State Highway, he may ride by either route in one of the big Pickwick auto stages, and make about as good time as by train. But the folks who do this are mostly of those who prefer thrills to comfort. Also, if he has a good sea-going tummy, and does not mind a few hours of extra time, he can be ticketed by the water route on one of those spic-and-span new coast liners, the Harvard or the Yale, which ply daily between San Pedro and 'Frisco. It is all a matter of taste, but experience has taught me that I can see more from the train windows than I can through the dust-coated panes of the auto busses or among the fog banks off shore.

For comfort, interest and scenic beauty, the five-hundred-mile shore ride between the two big towns of California is, I think, unsurpassed by any other trip of equal length in America—and I have, in my time, covered most of them. You leave Los Angeles at eight in the morning for choice, and get into San Francisco at ten forty-five at night. But you can get off, at say, Paso Robles Hot Springs at five in the afternoon, and go on the next morning at seven, and thus have daylight for the whole trip. If you will be advised by me, you will do it that way.

This lovely jaunt breaks itself into three links. First comes the hundred miles of winding in and out among the picturesque mountain valleys between Los Angeles and Santa Barbara. There is swift alternation from homey glades with their vineyards and orchards of orange and olive, and their smart bungalows, to wild and rugged steepes studded with dark desert rocks and feathered with the soft greenery of live oak and cedar, the whole lighted up with a sunlight that is of molten

gold and overhung with skies of an azure vividness that no painter would dare put to canvass. After nosing our way through the mile-long San Fernando tunnel, there is a pleasing thirty-mile glide down into the rich coastwise sugar beet lands surrounding Oxnard and Ventura, with their ponderous adjuncts of tractors and beet crushers. Agriculture is titanic work here, with hordes of Portuguese and Italians to do the delving and carrying and canny Americans to reap the profits, the latter secure enough, even with sugar going at five and a half the hundred.

And now comes a hundred miles of wonderful coastline beginning at Ventura, a little below Santa Barbara and ending at San Luis Obispo. Most of the way, the route hugs the shore closely, the train winding along a hundred feet or so above the surf—just high enough to afford a clear, broad vista of the gentle amethyst sea. At Ventura, the oil town, scores of oil-well derricks rise out of the sea, often hundreds of yards from the shore. Along the western thrust of the shore above and below Santa Barbara, the three saintly channel islands, San Miguel, Santa Cruz, and Santa Rosa, make a breakwater but twenty-five miles off shore, so the sea is as placid as a New England lake, but when we make the turn northward, at Point Conception, the long swells of the Pacific surge in with nothing to stay their course this side of Hawaii. How pluckily they rise up and charge the rugged cliffs like a hattle phalanx of white-maned horses.

A half hour later we turn inland again, and thread our way through the picturesque hills that sentinel the beautiful Santa Maria Valley, rich in oil wells and fat cattle. A few miles north, we touch the coast again, and then leave it for good, to be gladdened by the glorious scenery of the San Luis Obispo country, which has its acme in the fifteen hundred foot climb over the divide to Santa Margarita.

What an odor of sanctity those Franciscan monks have given to this gentle land of sunshine, with their "Sans" and their "Santas." They must have "had saints to burn," even if they did not really burn them, as they did the heretics. Still, I am glad they had the tagging of these hills and dales with their soft Spanish monikers. They are a lot better than the Johnsonvilles and Higginsports and Ilagarstowns with which our own settlers have cluttered up the map.

How I wish the many scores of my remembered friends among the EDUCATOR readers could have been with me on this blessed day of delights along the far western rim of our loved land! Anyway, here's wishing that all

of you may know the joy of it some time in the golden future. And here there must be an "adios" to the present meandering, even though there be much to tell of the last leg of my journey down the lovely Salinas Valley and over the Santa Cruz mountains and thence along the rich Santa Clara Valley, and on to 'Frisco by way of Palo Alto and the west shore of the great Bay. Even now, my faithful little Corona must go back into its case, for I hear the dusky monitor of our journey calling out in the ear ahead, "Third and Townsen't Street, San Fr'n' Cisco; all out, 'n don't fo'git yo' baggage!"

Fools, Plain and Ornamental Nobody appears to know when or where or why or by whom April 1 has been set apart as the

Day of Fools. But it must have been a good while ago, probably numerous centuries before Ben Franklin, in 1760, noted in his Poor Richard's Almanac:

The First of April, some do say, Is set apart as All Fools' Day.

But long before there was such a thing as April 1, the prevalence of fools among the tribes of men had been generally recognized. The Bible is full of it. In the Proverbs of Solomon along, the word, fool, occurs sixty-three times. But it does not appear that fools, as such, have ever come in for any special denunciation at the hands of either the moralists or the philosophers. The attitude is one of tolerance rather than bitterness. Thus, Solomon observes, with an almost humorous resignation: "Though thou shouldst bray a fool in a mortar among wheat, with a pestle, yet will not his foolishness depart from him," the philosopher evidently considering his case as hopeless. Neither is the fool promised punishment as the wicked are, so far as I can find. On the other hand, he is not even to be insulted for his weakness, except at the peril of the insult, for we learn in Matthew that "whosoever shall say 'thou fool' shall be in danger of hell fire."

It is interesting to note that the word, fool, comes down to us from the Latin "foliis," which means, literally, a bellows, or wind-bag. There is a numerous branch of the order that abundantly justifies this etymology. There is a larger tribe, however, whose mental texture appears to be solid rather than gaseous. Of course, I refer to the bunch popularly known as boneheads. Still another aggregation have "beans" that are distinctly mushy. Among these are the ones who, during the war, went about singing, "I did not raise my boy to be a soldier." Also, those who get up petitions for the pardon of villainous murderers, on the ground that "these poor criminals are merely sick people who should not be punished." Probably, the mushy fool does more harm than do the windy and bonehead varieties combined.

"The Cost of a Fool" was the title of a lecture delivered many years ago before the Federation of Commercial

(Continued on page 19)



Department of PUBLIC SCHOOL WRITING

OUTLINES AND SUGGESTIONS FOR TEACHERS AND SUPERVISORS

By H. A. Roush, Wilmington, Del.,
High School

This series will continue through the year, and will cover the work in all grades. Mr. Roush is a skillful penman and an experienced teacher of penmanship. His suggestions for teaching penmanship will, we are sure, be of interest to supervisors and teachers everywhere.

Movement: The arm should rest on the desk on the muscle in front of the elbow. The last two fingers should be bent slightly backward under the hand to form a gliding rest. The wrist and side of the hand must not touch the paper. In this position the movement will come from the shoulder and upper arm. The rolling and push-pull movements are made possible by the stretching of the skin over the forearm muscle. The joint at the elbow allows the hinge motion. A slight finger motion is permissible provided the arm and last two fingers are moving freely. The penholder should be held loosely in the hand and all the muscles should be relaxed. The movement should be smooth and easy, and the touch uniform and light. In addition to the shifting of the paper which was explained in the preceding paragraph, the arm should be re-adjusted when the movement begins to cramp. This should be done between words. The clothing of the arm should be loose.

Speed or Rhythm: Correct speed or rhythm combined with a steady and easy flowing muscular movement, and a light touch, will produce lines that are smooth and firm, light and graceful, also a reasonable amount of writing in a given time. At first the writing may not be graceful and the forms will be irregular, due to lack of control, but this will disappear after proper and sufficient practice. Excessive speed, even after lack of control has been overcome, will result in irregular and scrawly writing, while a speed which is too slow will cause the writing to lack smoothness and appear weak and shaky. All the forms are thus affected by the amount of speed which is used, as well as by the kind of movement employed. Correct Position, good Movement and proper Speed, combined with sufficient and intelligent practice will conserve Health and produce both a good Quality and Quantity of writing with Ease and Endurance. The method of timing the pupils has been explained in the preceding paragraph on Speed or Rhythm. Count the letters in the article, marking over each letter its number. The number of letters written by the pupil can quickly be determined by comparison. Divide the number of letters that have been written by the number of minutes consumed in writing and you will obtain the number

of letters written in one minute. Consult the chart for the speed standard for the required grade. Divide the number of letters written per minute by the standard and the result will be the speed expressed in percent.

If the pupil writes more than the standard, do not allow more than 100%.

THE NATIONAL ASSOCIATION OF PENMANSHIP SUPER- VISORS

Benton Harbor, Michigan, April 25, 26,
27, 1922

Headquarters, Hotel Benton

Tuesday, 9:00 A. M.

Address of Welcome—Supt. F. A. Jensen, Benton Harbor.

Response—E. G. Miller, Pittsburgh.

President's Address—Laura Jane Breckenridge, Supervisor, Lafayette, Indiana.

Reports—Secretary, etc.

Uses of Measuring Scales in Handwriting—H. C. Walker, Supervisor, St. Louis.

Supervisor and Teacher Training—A. G. Skeeles, Editor, Business Educator, Columbus.

Tuesday, P. M.

Visit Schools, Benton Harbor.

Wednesday 26, 9:00 A. M.

Penmanship as a High School Job—A. N. Carmine, Longwood Commerce High, Cleveland.

Optimism versus Pessimism in Supervising Writing—Ella M. Hendrickson, Supervisor, Lakewood, Ohio.

Rural School Supervision—J. H. Bachtenkirch, Lafayette, Ind.

Business Session.

Wednesday (26) P. M.

Visit Schools of St. Joseph.

Thursday, 9:00 A. M.

Development of Rhythm and Fluency in Handwriting—Tom Sawyer, Director Handwriting Instruction, Indianapolis.

Testing Handwriting—Lenna M. Rovic, Muskegon, Michigan.

Primary Methods—Lena A. Shaw, Supervisor, Detroit.

MARSHALL

(Continued from page 18)

Educators by that hirsute and rugged old Welsh preacher, Jenkyn Lloyd Jones, of Chicago. I recall that the lecturer went far afield and flushed

many types of the bird he was gunning for. In fact, there were not many of us in the audience who did not get our hides stung with some of his stray bird-shot. This was inevitable, for he included in his category of fools all people who habitually do things without considering consequences, or deliberately do things that they cannot justify on grounds of their own or others' welfare. There are not many of us who are not in that category at least part of the time.

But one gets on ticklish ground when he undertakes to point out the things the doing of which, make people fools. I remember that there were some glum and indignant looks among his auditors, when the blunt old pastor of Lincoln Temple classed all of them as fools who "burned up good money and their nervous systems as well by saturating themselves with tobacco smoke." If a man were to go out on the street and say "thou fool" to every man he saw doing that, he would probably be in danger of something more immediate, if not so severe as, hell fire. Also, he would deserve what he got. But, after all, is there any man who will rise up and justify the tobacco habit and advise the youth of both sexes to acquire it? Let our smokers make the application.

Perhaps it is the part of wisdom for none of us to set ourselves up as experts in the matter of picking out fools. Solomon, the world's champion wisacre, tried this, and with what result? Why, he simply drew the spotlight to himself as a man who had no more sense than to marry more than one hundred wives. Something like that is likely to happen to any of us who set out to show up the foolishness of our neighbors. Besides, there are worse things than being a fool. I am afraid most of us would choose a fool for either a friend or life-mate, rather than one of these steel-nerved persons who is so everlastingly cool-blooded and wise that he never does a foolish thing. Maybe it is because fools generally are often so provokingly lovable, that the world has dealt so tenderly with them. That, and because, as everybody knows through his own inmost experience, that a fool cannot really help himself, as he "was made that way." It will be recalled that on a certain occasion Mark Twain was a guest at a dinner of staid New Englanders of the strictest Brahminic caste, and behaved with such unseemly foolishness that he was later castigated by one of them in the public prints, and denounced as an "unmitigated fool." Mark apologized with all humility, admitted frankly that he was a fool, but at the same time called attention to the fact he was "God's fool" and therefore to be borne with in kindness.

Perhaps we may justly sum up the whole matter in Lincolnian phrase: Some of us are fools all the time; all of us are fools some of the time, but (fortunately for our poor humanity) not all the world is foolish all the time.



A Better Type of Contest in Typewriting

By C. E. BIRCH, Director of Commercial Education, Lawrence, Kans.

To avoid misunderstandings, let it be understood that the speaker recognizes that the influence of the International contests has raised our standard of speed wonderfully. The thing that is troubling teachers now is that the standard of accuracy has not been raised correspondingly.

The principal objection, I find, to the use of the international rules, which govern the professional contests, is that the idea of speed becomes paramount. All that is said of accuracy is that an error will bring down a punishment in the form of a ten-word penalty on the head of the perpetrator. In too many cases this does not suggest the need of accuracy, but rather the need of greater speed to make up in gross words for the penalty. Many a beginner, conscious of having made an error, will endeavor to write faster in order to regain the lost ground. The effect on the average student is to make him think that errors will not particularly hurt his chances if he can but pile up enough gross words. Speed thus becomes a fetish—or a sort of mania.

Probably 90% of the work done in contests held for students is not fit to sign and mail. As a commercial product it has no value whatever. As a pedagogical product it is worse than valueless—a wholly negative and injurious performance. To be convinced, examine closely the work done in one of these contests. You will find some that, even with the low penalty of ten words for each error, have come out "in the hole," and with a rating of less than zero. Very few, if any, of the papers written would be sufficiently neat or accurate to be used for anything except to be graded in competition for a prize or a championship.

This leads to a short digression to speak of the penalty of ten words. What scientific reason can be advanced to justify it? Is it presumed that the writer could, in the interval required to write ten words, make an erasure and a correction? Obviously not. Miss Friedman has given many demonstrations to show how many words she might have written while an error was being corrected. Her average is from 20 to 30 words. It may be urged that she wrote at an unusually rapid rate in making her demonstrations. Admitted, but she also made her crasuries with lightning-like despatch. The latter compensated for the former. It seems, therefore, that even in the professional contests the penalty is entirely too small. Why not make it 25 or 50 words? Records made under such conditions would be more truthful, for what does it profit to write 100 or more words in a min-

ute if two or more of the words are bungled? What does 125 net words mean, anyway? It may mean much, but often means less. With a higher penalty, this criticism could not be made. I doubt whether the record would be lowered materially, if at all, for the new standard would bring about new standards of accuracy in the preparatory practice.

Returning to the assertion regarding the bad pedagogy involved in contests rated by the international rules, let us apply the principles of psychology to the situation, or if you chance to be one of those who see nothing in psychology, let us apply the principles of common horse sense. However, the principles which will be quoted are so plain and are so universally borne out by experience, they will be accepted quite readily by all.

Let us examine two of the rules for habit formation given by the late Professor William James:

1. "Never suffer an exception to occur till the new habit is securely rooted in your life. Each lapse is like the letting fall of a ball of string which one is carefully winding up; a single slip undoes more than a great many turns will wind up again."

Let us paraphrase his comment to fit the situation we are discussing. A student is working on some sentence or exercise. He says he is "only practicing." In an effort to write at a rate of speed for which he has laid no adequate foundation, he permits himself to write carelessly. Each wrong character he strikes is like the letting fall of a ball of string which one is winding up; a single wrong stroke undoes more than a great many correct writings will overcome.

Habit is a peculiar thing. When we have suffered a lapse to occur, that one act is definitely registered in the cell construction of muscle, nerve, and brain tissues. We can not demonstrate this under a microscope, yet we know from experience that it is a fact. No one can say with authority how many times one must write a word or phrase correctly to overcome the effect of the single lapse. I am sure that one hundred times will not wipe out entirely the tendency of the error to recur; I am not sure that one thousand times will do it. But, fortunately, we may be sure that faithful, accurate practice, under right conditions, will so minimize the likelihood of its repetition that for all practical purposes we may say the lapse has been rendered null and void. But if the incorrect writing has been persisted in long enough to be classes as a habit, who can undertake to say when the path furrowed in the cell structures will be erased?

Biology teaches us that we have this cell construction. It teaches us that these cells are capable of being modified by mental and motor acts. When we set out to acquire a certain skill we first conceive of the acts necessary, then attempt to perform them. We are at first usually very slow and very clumsy. We have to think and to feel our way through. By degrees we find ourselves doing the thing more smoothly; we have begun to establish a new habit or a new set of habits. Habit is established by modifying or changing the construction of the cells so that they will respond to the new demand. Every thought, feeling, motion, or act in connection with this learning and practice registers in the cells involved in the performance. The "path" which they make is not visible like the indentations made by sound waves on the surface of a phonographic record, yet we can not doubt that the impressions have been made. If we practice carelessly, we make that kind of a record. If we afterward practice the same thing with great care, we shall have for a time a condition which may be likened to the result you would get by dictating two records on a phonographic cylinder. It's hard to tell just what will come out in the reproduction. So it is with our writing: If we have erred, we do not know just when our reflexes will come across the old record and bring it forth to cause our discomfiture and to emphasize the necessity of observing the laws of learning.

2. The second rule to which your attention is invited is: "Seize the very first opportunity to act on every resolution you make, and on every emotional prompting you may experience in the direction of habits you may aspire to gain. It is not in the moment of their forming but in the moment of their producing motor effects, that resolves and aspiration communicate the new 'set' to the brain."

This presupposes that a resolution has been formed. The student must first say, and say it with determination, with a great longing to make it come true, "I will not make an error in the performance of this piece of work." Most students practice without any such resolution. How, then, can habits of accurate writing follow their practice? Manifestly, if Professor James was right, they never can follow.

Of course, no amount of resolution will absolutely guarantee that an error will not be committed. But a strong desire and a resolution to persevere toward the goal of perfection will carry the student further toward it than any amount of mere speeding.

And this brings us back to the topic in hand. Writing in a contest with the thought that errors may be committed and condoned is bad psychology, bad pedagogy, bad teaching from every point of view except, perhaps, that of gaining a certain fallacious dexterity. When we say to a student,

(Continued on page 22)



Advertising a Business College

By HARRY S. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 4. Newspaper and Publication Advertising

Probably every medium for advertising that could possibly be considered has been used by the business colleges of this country. The list of different forms in which advertising may be done is a long one and ranges all the way from those questionable mediums whose expense might better be charged to charities or donations up to such thoroughly legitimate mediums as newspapers and other publications.

Newspapers, magazines and other periodicals are in a publicity class by themselves, and any business man who has something to sell to people living in his own town and vicinity can usually use the local newspapers to profitable advantage. This statement applies with particular force to business college advertising, I believe. A business college has no regular customers who daily or frequently buy over a considerable period of time. Students usually take one course and one only, which makes it necessary for the school to continue advertising to interest the rising generation in a commercial education at the time in the lives of these young people when they are most likely to be interested.

I recently heard Judge Lindsay, the famous juvenile court judge of Denver, say that fortunately young people do not generally read the newspapers. It is not necessary to take issue with the judge on this point to prove that local newspapers are good advertising mediums for business colleges. If the young people don't read the papers, their parents and guardians usually do, and in most cases these parents and guardians assist greatly in making any decisions regarding the education of those young people under their care.

There is another angle about newspaper advertising which has a particular bearing upon business college publicity. It is what is commonly called "Goodwill." Newspaper advertising is supposed to help make sales and create goodwill for the advertisers. Often the goodwill is not considered of much value unless the sales are also forthcoming, but in the case of the business college, facing the peculiar situation of having practically no regular patrons, the matter of the goodwill of the students, alumni, and the public becomes increasingly important. Newspaper advertising can do much to create a favorable reputation for any school, in addition to bringing many new inquiries, both in person and by mail, to the school.

I believe that every school man will admit that I have proved a good case for local newspapers as mediums for their advertising. But it is not a foregone conclusion that an ad will be a profitable investment instead of a waste

of money, because it is placed in a good newspaper. Fully 50% of the efficiency of the ad depends upon the ad itself. The successful newspaper ad must be so designed or built to attract attention, hold the interest and induce action on the part of the reader. It should therefore be the aim of the advertising manager or school man preparing ads for a business college to secure the maximum results along these three lines in the space to be used.

I have seen newspaper ads ranging in size from a two line classified ad-

vertisement up to a full page. There is no fixed rule for determining the size ad which will pay you best, but in a general way, I can say from experience that the best size for an ad in a daily newspaper lies somewhere between a space of three inch, single column, and one of ten inch, double column. Individual circumstances would determine just where between these limits lies the size which would be best suited to any particular campaign. If you want to emphasize some important fact about your school in a campaign lasting only a short time you could well use liberal space. If, however, you are running a series of ads like the one illustrated in connection with this article, entitled "Six Logical Reasons Why You Should Take a Commercial Course," you could use a small space, relying upon the continuity of the ads to sustain the interest of the readers.

Most schools advertise in newspapers at certain seasons of the year, just before the opening of a term for instance, and these ads should be made as attractive and forceful as possible. Good snappy illustrations help to make such advertising bring satisfactory results, and the element of personal interest is the one most likely to succeed.

The object of all newspaper advertising is to get in touch with young people of school age who might be interested in a commercial course. The inquiries come in the form of letters or personal visits to the school, and it is extremely important to keep an accurate record of all such returns. By entering each inquiry on a card with the date and such information as may be useful in following up the prospect, it is then very easy to estimate the cost of the advertising per inquiry. Carrying the matter a little further, the cost of the advertising per enrollment can be easily figured and future advertising appropriations based upon the information thus gathered.

News Items

There is a form of newspaper advertising that enters quite largely into the publicity of many schools, particularly those in the smaller cities and towns. This is the readers or items of semi-news value, regarding the school, its students and graduates. These reader items often read somewhat as follows:

"Ella Young, who has just completed a commercial course at the Modern Business College of this city, has accepted a position as stenographer with the First National Bank and will enter upon her new duties next Monday."

Such an item would not be of much interest in a large city, but in the smaller towns people like to read about the personal affairs of their fellow-townpeople, and publishers of papers in these towns will often print such items without charge. Even if the item is charged for at the regular advertising rates, it has a value to the school, and this is quite a popular form of publicity. It owes its success to the fact that it is personal. Ella Young is probably

Name and address of school printed here.

A good example of the serial ad in which the interest of the reader is continued from day to day. The copy on the other five ads of this series read as follows:

No. 2. Because there is a constant and active demand for our graduates to fill well paid business positions.

No. 3. Because larger salaries than ever before are now paid to students who complete our courses.

No. 4. Because the time and money invested in a business course will come back to you many fold — a safe and sure investment.

No. 5. Because this is the best way to prepare for a Civil Service Examination, for appointment to a government position.

No. 6. Because it offers you the necessary practical training for an office position if you want to start at a good salary.



known by several hundred people in her own town, and all of them will be glad to read of her success in securing a position so soon after leaving school. The inference is that the training must be good or Ella would not be so quickly successful, and people who read such news items begin to recommend the school or to send their own children for commercial training.

Some schools publish a small paper, or house organ as it is sometimes called, and sometimes there is a students' publication owned and controlled by the student body, but properly censored by the school management. Both of these mediums are excellent for advertising, and the school paper can be made the vehicle to convey a great deal of information about the school in an economical way, compared with buying an equal amount of space in a daily paper. If the students publish a paper, the school should be a liberal buyer of space in it. The students' paper is usually sent to the alumni and to friends and acquaintances of your present students. The school can usually arrange, however, to have extra copies printed and distributed to prospects on the regular school mailing list. A school paper represents the policy and school life of the student body and can be made a very potent force in popularizing the school.

I am a firm believer in newspaper publicity for business colleges but I recognize the fact that much money may be squandered in newspaper space. It is therefore a subject demanding not only careful attention but experience, if it is to be made to pay. It costs money, often in large quantities, to experiment with advertising, and the school man who must frankly admit to himself that he is lacking in experience, will do well to secure the help of some one who has had, and who is competent to advise him wisely.

An Office Position

With a good salary, is ready for you when you complete a commercial course at this efficient school. Graduates make good and advance rapidly.

Thorough courses in Stenography, Book-keeping and Accounting, Secretarial work and Teachers' Training. We also help you to get the desired position when qualified, so as to realize cash dividends on your education. Enter any time; day and evening classes. If you can't come to the school, our Home Study Department brings the school to you.

Write today for full information about preparing for an office position. Address the president.

Name and Address of school.

This is the sort of ad that is used successfully in out-of-town newspapers, to bring inquiries from non-resident prospects. Although using only a small space, the reverse heading with white lettering attracts the maximum amount of attention. In preparing a small space ad, the value of every word should be weighed and all unnecessary words eliminated.

BIRCH

(Continued from page 20)

"If you make an error (and that invariably means when you make an error), you will be penalized ten words," you have made a direct suggestion of error.

Suggestion, too, is one of the most powerful things in the world. Suggest to a contestant "You may make a number of errors, but if you have enough gross words you may still be declared the winner" and I say to you that you will surely get the errors. Give the student leave to make errors—press the button of suggestion—and he "will do the rest." The psychologist of old said: "Whatsoever a man soeth, that shall be also reap." Errors are like weeds, we get a bumper crop without scattering any extra seed.

It is not claimed that we can eliminate entirely all suggestion of error or all reference to it, but we can do much to set up a better suggestion—that of complete accuracy. One of the first things we can and should do—I say it with all the conviction and earnestness that I possess—is to substitute a better type of contest and quit encouraging undeveloped writers to compete with speed the paramount goal.

In order that this discussion shall not be entirely made up of destructive criticism, an attempt has been made to present some workable plans for conducting contests in schools.

In conclusion, I wish to express the hope that we shall be able to interest a few of our leading psychologists in this subject with a view to improving our pedagogy. Judd, in his *Psychology of High-School Subjects*, says: "If one reads the literature of type-writing, for example, he finds that there is very little discussion of the reason why a certain position of the hand or a certain course of training is economical."

It is true we have had but little help from the psychological laboratories of our great colleges and universities. I, for one, believe that they may throw much light on our problems. If we can have a number of competent investigators and educators working on this problem for a few years, I venture to predict that we shall soon revolutionize our methods of teaching this extremely valuable and practical art.

Proposed Types of Contest

1. Ability to write accurately for a sustained period of time.

By means of class records or otherwise, determine the rate of speed which each member can write consistently. Divide the writers into the following classes:

Class A—Those who can write 50 words per minute or more.

Class B—Those who can write 40 to 50 words per minute.

Class C—Those who can write 30 to 40 words per minute.

Class D—Those who can write 20 to 30 words per minute.

Class E—Those who can write 10 to 20 words per minute.

Classes D and E should be furnished very simple matter. At a given signal, let each participant begin writing and continue until an error is made. The writer who is able to hold out longest without an error shall be declared the winner, regardless of the class. Winners in each class may then be determined. If any write above or below their class, transfer to the proper class.

2. To determine highest accurate speed for a given period.

Divide into classes as before. Use similar material. Participants are to write for an agreed time—5, 10, or 15 minutes. If an error is made by any writer, he must begin again. When the time is up, only work which is in progress at the signal and which is free from error can be considered. The one producing the greatest number of words in any given class is the winner in that class. Those averaging less than 10 words per minute should be declared disqualified (i. e., not to be considered in this particular record).

DUFF'S COLLEGE BUYS NEW HOME

According to a clipping from the Pittsburgh Gazette-Times of February 27, Duff's College, the oldest business college in the United States, of which P. S. Spangler has been the energetic principal for a number of years, has consolidated with the Iron City College and Martin's Business School, two other long-established business colleges. The new institution will occupy its own building, having just bought an addition at a cost of \$125,000, which will be remodeled as part of the greater school.

This will provide space for an auditorium, students' lunch room, and other facilities which will add to the attractiveness of the school. Two old residence buildings on the ground that has been purchased will be used for library, commercial museum, teachers' offices, executive offices, rest rooms, etc.

The present corps of teachers at Duff's College will be continued in the new school. Mr. S. E. Bowman, Principal and Manager of Iron City College, will be treasurer and assistant manager in the new organization, and Miss Helen Faris, who has been with the Martin School for many years, will be Superintendent of the Shorthand Department.

The possession of the new property will be gained on May 1, and the contractors promise that the college will be in its new quarters by August 1.

In the enlarged school provisions will be made for extensive courses of college credit.

This consolidation makes the new institution one of the largest business colleges in the United States, and from what we know of the men at the head of it, it will continue to be one of the best.



The Use of Machines in Bookkeeping

By S. R. HOOVER, Asst. Prin., West Commerce High School, Cleveland, O.

As to whether machines shall be used in bookkeeping we have no more choice than has the statesman as to whether airplanes shall be used in war. But we have something to say as to whether those who use the machines shall become mechanical in the sense that they can do only some specific task like the girls and boys in some factories whose work is almost as automatic as is that of the machines they serve.

If these pupils who take up the study of machines are to become mere human automata who shall spend their lives tapping the keys of a comptometer or an adding machine and losing touch with books, with men, and with life, we would deserve to be classed with those of whom it was said it were better that they had a millstone hung to their necks and had been drowned in the midst of the sea, for we would be guilty of offending these little ones just as truly as they.

Therefore it seems almost superfluous to recommend that the preparation given in the schools for the use of machines should be such as to make those who take it capable of using them as conveniences along the path of their progress, and not bound to some single one of them as a slave or a prisoner for life.

We have no right to make machines of the boys and girls who come to us backed by their own trust and the confidence of their parents. For this reason no one should be placed in training at these mechanical devices for short cuts in bookkeeping until he has had a fairly thorough course in a general knowledge of that subject. He should know the principles of accounts, the course of transactions of all sorts through the books, and the reason why entries are where they are before he is assigned to the limited view he gets in the field covered by machines.

No general, unmodified statement as to whether machines should be taught in school can be made any more than can an unlimited answer be given to the question, should farmers use tractors. In each case the answer must be determined by the circumstances of the problem. A school in one locality may unhesitatingly admit a generous equipment because all of it will function in the preparation of its graduates for the opportunities of their community. In another place perhaps only a few of these machines will justify the expenditure of public money because operators are not in demand for others. In still other circumstances it may prove inadvisable to invest in any at all because so few will capitalize the results that not only the actual cost of the machines but also the time of the instructor can be

used to better advantage along other lines.

Having thus in a sense cleared some of the brush out of the path, let us make a mental note of the fact that these mechanical aids are aids and not necessities and that no one of them is destined to become the universally indispensable tool its enthusiastic salesmen would have us believe it to be. Thousands of offices will still continue to do their work in the books as it has been done heretofore, and no device invented to date will dispense with the need of a well directed pen behind which is a clear head.

Nevertheless, there are business communities in which numerous offices call for the services of graduates of schools who shall not be ignorant of the uses and operation of many of these mechanical helps. Where this is true, there must be something more than a mere machine for show. It is not enough that a calculating machine be shown to the class and the method of its operation be explained. The newly graduated employe when sent to the adding machine will make a bad impression for himself and for the school from which he came if he acts as though he expected it to bite him. Equally unfortunate will be the result if he paddles away on the space-bar of a biller as if he had never heard of a tabulator key or stop. He must be acquainted with these tools of his trade and by the same token he must be acquainted with several of them.

It has been suggested that often the pupil is prepared for some line of work and then goes out into another line. Until our guidance experts have reached the stage at which they can look down into each particular cell of the pupil's brain and know what is going on there and what is going to go on there for years to come, this will continue to be true. Therefore it is our duty to give each pupil as many keys to office doors as we can provide and each of these machines adds one more key.

Not that these eighteen-year-old boys and girls are to go out expert operators any more than they are to go out certified public accountants, but that they shall be so well prepared that the office manager can set them at this, that, or the other machine and not come back an hour later and find his new employe looking from one end of it to the other, wondering from which direction the bird will come out.

This means that the student shall be given the opportunity of learning to operate as many machines as possible, still bearing in mind that all of them must function in the field toward which he is working, which is usually the community in which he lives. To confine the use of a machine to an

individual pupil is not only taking a long chance as to the likelihood of that pupil wasting his time on something he may not use at all but is also limiting the income on the money invested in that machine to an extremely low percentage.

Of course the suggestions here made will mean that the work of the teacher in arranging the schedules of those who are taking courses on the machines will be heavier and that his work in the class will keep him very busy indeed, for it is necessary to give many times as much time to some machines as to others and to have several times as many machines of some kinds as of others. Each day's work for each pupil must be laid out in advance for the entire semester, and this schedule must be followed as rigidly as the time table of a railroad. If this sounds too strenuous, it should not be undertaken at all.

Of course if any machines are installed, the agents of all makes of all kinds will be on hand to insist that if such and such have been purchased, their's should be added as well. There are certain rules by which one may determine whether an individual machine should be requisitioned. The first of these has already been suggested, that is, is there such a demand for operators as will warrant the introduction of it? The answer to this must come not from the agency of the machine but from the school's own survey of the field.

The second factor to be considered is whether the operation of the machine in question requires enough special instruction to make the investment of time and money worth while. Some can be learned so easily and so quickly that a few minutes' time in the office is all that is necessary. These can be ruled out at the start.

The third determining factor is its degree of similarity to some other machine on which instruction is already provided. For example, if a large keyboard adding machine is already in the course or provided for, the only good reason for the installation of another adding machine would be because it differs so radically from the first that instruction on the latter would not apply to the operation of the former.

And finally, in this as in all other courses, whether it turns out a success or a failure will depend, in the last analysis, upon the teacher into whose hands it falls. If he is not especially interested and if it is turned over to him because he will do it with the least amount of objection, because his program is not filled with other subjects, because he is most likely to pick it up and keep ahead of the class, or because he thinks it will prove a soft snap, all the criticisms of its enemies will be justified and its life will likely be short and stormy. If, however, it is given to one who believes in it, is enthusiastic about it, is willing to work hard at it, and who knows enough about it to do it right, it will be one of the most successful and popular courses in the school.



Eastern Commercial Teachers' Association

TRENTON, N. J., APRIL 12-13-14-15, 1922

Wednesday Afternoon, Wednesday Evening, Thursday Morning
Joint meeting with Federal Board for Vocational Education under the leadership of E. W. Barnhart.

Thursday Afternoon, April 13
E. C. T. A. Meeting

2:00 Address of Welcome—John Enright, Commissioner of Education, Trenton, N. J.

2:20 Response—E. H. Norman, Baltimore, Md.

2:40 President's Address—D. A. McMillin, East Orange, N. J.

3:00 Historical Trenton—Peter K. Emmons, President Rotary Club, Trenton, N. J.

4:00-6:00 Private Business School Owner's Association, Pennsylvania Private School Owner's Association, J. H. Seeley, President.
Accredited Schools Association.

Thursday Evening

6:00 Commercial Education, Dinner Conference in conjunction with United States Bureau of Education. Glen Levin Swiggett, presiding.

9:00 Informal reception and dance.

Friday Morning, April 14

Problems in Education

0:00 From the standpoint of the State Organization—Thos. W. Finnegan, Commissioner of Education, Harrisburg, Pa.

0:20 From the standpoint of the City Superintendent—Wm. J. Bickett, Supt. of Schools, Trenton, N. J.

0:40 Met in Vocational Training—Col. R. I. Rees, Chief Rehabilitation Div., Washington, D. C.

11:00 Met in Continuation Schools—Owen D. Evans, Director Continuation Schools, Harrisburg, Pa.

11:20 Met in Private Schools—P. S. Spangler, Duff's College, Pittsburgh, Pa.

11:40 Met by the Class Room Teacher—Dr. Laura H. Cadwallader, South Philadelphia High School for Girls.

12:00 Reception by Gov. Edward I. Edwards, at the State Capitol.

12:30 Luncheon. Rider College. (Complimentary to members of the Association by Messrs. Moore and Gill.)

Friday Afternoon

Round Tables—Rider College

Penmen's Paradise—Chairman C. C. Lister, Maxwell Training School for Teachers, Brooklyn, N. Y.

(a) Style of Penmanship the Business World Demands—Wm. D. Sears, Principal, Drake College, Jersey City, N. J.

(b) The Use of the Direct Oval—Arthur G. Skeeles, Editor Business Educator, Columbus, O.

Some Problems of the Penmanship Teacher—Miss Alice E. Benbow, Supervisor of Penmanship, Trenton, N. J.

Control in Penmanship—Rene Guillard, Banks' Business College, Philadelphia, Pa.

Handwriting Stunts—H. A. Roush, High School, Wilmington, Del. Assisted by Mrs. Roush at the piano.

Commercial Round Table

Chairman, E. E. Kent, Auburn Business School, Auburn, N. Y.

(a) What Subjects should be added to the curriculum of the Commercial Course in order to meet the present demands of the Community—

S. C. Williams, Rochester Business Institute, Rochester, N. Y.
D. C. Sapp, Beacom College, Wilmington, Del.

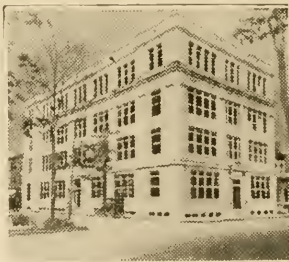
A. M. Lloyd, Banks Business College, Philadelphia, Pa.

P. S. Spangler, Duffs College, Pittsburgh, Pa.

(b) Value and Method Employed in Checking the Bookkeeping Work. I. D. Shoop, Temple University, Philadelphia, Pa.

(c) Correlation of Penmanship and Figure-making with Business Arithmetic, English, Correspondence and Spelling. H. E. Barton, Peirce School, Philadelphia, Pa.

(d) How Much of the Regular Time should be devoted to Teaching and How Much for Checking? L. C. McCann, Reading, Pa.



Rider College, where the Round Tables will meet Friday afternoon, and where Messrs. Moore and Gill will serve the complimentary luncheon Friday.

SHORTHAND—Chairman Miss S. M. Loomis, Dickinson High School, Jersey City.

(a) Some Experiences as Confidential Secretary and Reporter to the President of the United States—Chas. L. Swem, Gregg Writer, Chicago, Ill.

(b) Psychology Applied to Typewriting—E. W. Barnhart, Federal Board for Vocational Education, Washington, D. C.

(c) The Thinking Stenographer—Marle M. Duggan, Prof. of Secretarial Science, Boston University.

(d) Typewriting as a Project—Florence Sparks, Yonkers High School, Yonkers, N. Y.

EXTENSION—Chairman, E. W. Barnhart, Federal Board for Vocational Education, Washington, D. C.
Topic—Extension Courses for Commercial Workers.

1. Offered by the Department of University Extension of Mass.—C. A. Rittenhouse, C. P. A., Boston, Mass.

2. Offered by the International Correspondence Schools—N. H. Prouby, Commercial Education Dept., I. C. S., Scranton, Pa.

3. Offered by the United Young Men's Christian Asso.—T. H. Nelson, Asst. Executive Secy., United Y. M. C. A. Schools, New York City.

4. Offered by an Evening High School—Fay R. Lucas, Prin. Bus. Night High School, Washington, D. C.

Friday Evening
Banquet at The Stacy-Trent Hotel—Toastmaster, Harry Spillman.

Saturday Morning, April 15
Kind of Commercial Training Needed in Big Business. (Speaker to be announced.)

Training of Commercial Teachers—F. G. Nichols, Director Commercial Education, Harrisburg, Pa.

Economic Preparedness—Dr. Robert Grimshaw, National Security League, New York City.
Business Meeting.

NEW ENGLAND PENMANSHIP ASSOCIATION

The Eighteenth Annual Meeting of the New England Penmanship Association was held on Saturday, January 28, at Simmons College, Boston, Mass.

A large and enthusiastic gathering of penmen from all over New England was present throughout, and heartily enjoyed and appreciated the wealth of good things prepared by the Executive Committee.

Each number indicated on the program was presented in masterly fashion, and with great profit to all concerned.

The Penmanship Exhibit proved a most attractive feature, much of the fine material being furnished by the A. N. Palmer Co. and The Zaner & Bloser Co., grateful thanks for which are hereby given.

The newly elected officers for the ensuing year are: Mr. E. H. Fisher, Somerville, Mass., President; Mr. R. O. Horton, Revere, Mass., Vice-President; Miss Annie C. Woodward, Somerville, Mass., Secretary-Treasurer.



Bookkeeping Philosophy

(All Rights Reserved)



How much did Arthur Adams pay on account?
How much was bought from Black & Blue on account?
How much did Black & Blue pay on account?
How much cash was invested in the business?
How much goods were on hand at the end of the month?
What was the total value of all property and cash at the end of the month?
(Continued on 2d following page)

THE BASIS OF DOUBLE ENTRY BOOKKEEPING

In the exercise given below the editor has tried to explain the basis of double entry bookkeeping as he understands it. This exercise is for teachers and not for students. It is put in the form of a bookkeeping lesson, but if it were to be taught to a class of business college or high school students many more examples should be given and much more work done on the part of pupils. The work outlined in this exercise would probably take four or five one-hour lessons.

Teachers are invited to discuss the ideas here advanced, and we hope we shall have several letters on the subject. The editor is especially anxious to hear from those who disagree with the view here set forth.

(The teacher comes before the beginning bookkeeping class without a text and without giving them any text or paper whatever. He then asks questions to develop the following points. Of course much more conversation would be necessary with the class than is given here):

"What are business transactions?"
"What kind of transactions, for instance, would a young man have who opened a grocery store?"

(Write the following answers in the order they are given in one column on the blackboard):

- Buy goods.
- Sell goods.
- Receive cash.
- Pay cash.
- Buy on credit.
- Sell on credit.
- Pay expenses.
- Invest money in the business.

(Other answers such as "borrow money at the bank" "pay freight," "pay clerk," should be written in another column. They are good examples of transaction, but will not be used in the exercise that is to follow.)

"Here is an outline of transactions such as might occur during the first month a man is in business. Read them over and see if they do not cover all the necessary transactions. Many more things might be done, but these are almost sure to occur in every business."

(Give to each student a copy of the exercise on this page. The third column containing the facts to be shown regarding each transaction will be shown and will be filled in later by the student as explained below.)

"Now, what would the proprietor of his business need to know about the transactions for the month?"

(As the points are developed, write them down on the board. The following list is suggestive):

- How much cash was received?
- How much cash was paid?
- How much merchandise was bought?
- How much merchandise was sold?
- What were the expenses for the month?
- How much was sold to Henry Smith on account?

How much did Henry Smith pay on account?

How much was sold to Arthur Adams on account?

TRANSACTIONS

February 1	John Merchant has saved \$800. With this amount he engages in the Grocery Business.	Cash Received Proprietor's Investment
1	Rents a storeroom, paying first month's rent in advance, \$50.00.	Cash Paid Amount of Expenses
2	Buys a stock of groceries from Black & Blue, wholesale grocers, paying for them in cash, \$459.47.	Cash Paid Goods Bought
4	Sells to customers for cash groceries to the value of \$27.58.	Goods Sold Cash Received
7	Henry Smith buys some goods and asks to have them charged until the 10th of March. Mr. Merchant agrees. Value of the goods, \$3.89.	Goods Sold Sold Henry Smith on account
11	Buys bucket, mop and soap for cleaning, paying \$1.90 in cash.	Cash Paid Expenses
11	Total amount of cash sales for the week, \$118.49.	Cash Received Goods Sold
13	Buys some articles on which he is running low from Black & Blue. They agree to charge them, payment to be made March 10. Amount, \$76.40.	Goods Bought Bought from Black & Blue on account
15	Arthur Adams buys goods "on account" (that is, asks to have them charged to him instead of paying cash at once) amounting to \$8.35.	Goods Sold Sold to Arthur Adams on account
18	Total amount of cash sales for the week, \$147.69.	Goods Sold Cash Received
20	Buys more goods from Black & Blue, "on account." Amount, \$111.84.	Goods Bought Bought from Black & Blue on account
21	Henry Smith buys more goods and has them charged. Amount, \$4.63.	Goods Sold Sold to Henry Smith on account
23	Arthur Adams buys "on account" groceries to the value of \$6.45.	Goods Sold Sold to Arthur Adams on account
25	Cash sales for the week, \$162.48.	Cash Received Goods Sold
27	Pays Black & Blue \$150.00 in part payment of what he owes them.	Cash Paid Paid to Black & Blue on account
28	Henry Smith gives him \$5.00 "on account;" that is, in part payment of what Mr. Smith owes.	Cash Received Paid by Henry Smith
28	Arthur Adams pays him \$14.80 "on account."	Cash Received Paid by Arthur Adams
28	Total cash sales for 27th and 28th, \$42.06.	Cash Received Goods Sold



Little Stories of Business

By CHARLES T. CRAGIN
Holyoke, Mass.

THE PARENT OF LIZZIE

You have all seen Lizzie. It don't make any difference whether you live in Senegambia, Hindustan, the sandy deserts of Arabia, the sage brush country of New Mexico, or on 5th Avenue, you have seen Lizzie making her way through the sands of the desert; over the rough roads of the Rockies and the Sage

Brush Country; down the elm and maple shaded villages of New England, or through the crowded procession of limousines, Rolls-Royce Sedans, Panhard racing cars, and big taxis that pass in endless current down 5th Avenue and Broadway. Everywhere you find Lizzie, **Tin Lizzie**, bearing modestly on her rather low brow the name of Ford.

If I had a cent apiece for all the bad jokes that have been made about the car which bears the name of Ford and which is irreverently called a **Tin Lizzie**, I could pay the national debt and still have money left to buy a good five cent cigar—if such a thing existed any longer, which it doesn't. It is all right to joke about the Ford car which doesn't take a fortune to buy gas because it will almost run on its reputation; but the maker, the father, as one might say, of Lizzie-the-Ford-car, is no joke, but a shining example, not of scholarship, certainly not of knowledge of history or of literature, but of what perseverance and sand will do and so, I am going to tell you this month, briefly, the story of Henry Ford who last year—a dull year mind you—sold over a million cars and tractors running in price from about \$400 up to \$900 or thereabouts, and who will clean up as his share of the profits at least 50 million dollars, for Henry Ford owns more than half of the stock of the Ford Company which has its works in Highland Park, near Detroit, Mich., and has its branch establishments all over the civilized and semi-civilized world.

Henry Ford was born in the month of July—a battle month—1863, when our great Civil War was in full progress. Mcade had just checked the invading hosts of Lee at Gettysburg and given a death blow to the Confederacy then at its high tide, rushing north with the victorious army of Virginia into rich and prosperous Pennsylvania. Perhaps the atmosphere of the great battle period had something to do with the fighting qualities that have since developed in this wonderman of the West, who is today, at fifty-nine, perhaps the second richest man in America, and fifteen years ago so poor that it was hard to borrow money

enough to build his first **Tin Lizzie**.

The father of young Henry had a 300 acre farm, but the boy showed no special love for farming—most boys don't, for it is back-aching work, a good deal of it—and this young fellow had a mechanical turn of mind and he liked to play with tools and build non-descript machines out of odds and ends of metal. Perhaps he had read of Darius Green and his flying machine; anyway he once built an engine in the manner of Mr. Green's Airplane but it was not much of an engine, and so, one morning, he cleared out without saying anything to the old folks about it, walked eight miles to Detroit, and got a job in the Flower Steam Engine Works at \$2.50 a week. Board and room cost him \$3.50 a week, so he was not likely to lay up much money from his wages on this job. On the contrary, he had to work overtime in order to pay his board, and he finally got a jeweler to give him \$2 a week, more, for night work. He didn't have much to do, it was a soft job, only 15 hours a day, 11 by daylight, and four by lamp light, but young Henry became a mighty good mechanic and his pay was raised to \$3 a week, but even that big money didn't satisfy him, so he went to work or another concern that made marine engines for steamers and it was not long till they paid him \$6 a week, but even that didn't hold him, and he began making plans by which he could sell an immense number of something at a low price.

A watch was what he hit upon. He figured out a watch that could be made for 37 cents and sold for 50 cents and he decided that millions of people would buy that watch, and they would if he had gone ahead with it, for Ingersoll has sold millions of his dollar watches, but young Henry read in a foreign paper about a fellow in France who had made a horseless carriage to run by steam, and that appealed to him right away. Grain was high and horses were eating their heads off when they were not at work. The great wheat fields of the West were beginning to use gang-plows running by steam. Henry knew quite a lot about engines, for his first job had been on stationary engines and his second on marine engines, so he decided he would build a horseless carriage to run by steam and he set to work to do it. His first idea was a coal burning engine, but he saw, one day, fire engines at work throwing powerful streams of water to quench the flames of a burning building and he noted how much coal it took and what tremendously heavy affairs the boilers were and so he began to experiment with gasoline. In the meantime, however, he got married and moved back on the farm but with the idea of a horseless carriage on his mind and

money needed for the experiment, again abandoned the farm and went back to Detroit where he got a job with the Edison Light and Power Company, as night engineer at \$45 month.

The way he got that job was rather odd. They had a balky engine at one of their stations—one of those engines that won't go when you want it, and will go like fury when you don't want it. Henry came around one night when the engineer was "saying thin" about that engine and using words that are not to be found in the dictionary. Henry said: "Let me look at that thing," and after a few minutes tinkering the balky engine ate out of his hand and ran as steady as an eight day clock. In six months he was manager of the Mechanical Department of the Edison Company at \$150 a month and had made the acquaintance of the wizard of Menlo Park, who has been his firm friend and admirer ever since. The young fellow thought his fortune was made and he built a house for himself and himself, with a workshop where he could tinker on his horseless carriage.

He gave every minute of his spare time to this contraption, and all the neighbors laughed at him and the fellows in the workshop said he had "bared his belfry," "wheels out of gear" on things like that, which they say about everybody who gets up anything out of the ordinary. You know, when Mr. Morse asked congress to appropriate \$30,000 to let him build a telegraph line from Baltimore to Washington, and told them he thought he could send a message between those two points in less than a half hour, a brilliant member of the house got up and moved that instead, congress appropriate enough money to send him to an insane asylum to have his wits repaired. But Henry kept at it and finally made a horseless carriage and as soon as he got it so it would run he got in and rode bare-headed, and it does much of the time, down the avenue with all the neighbors stretching their necks out of the windows to see him go by. The carriage went very slowly, and after going several blocks he discovered that he could not turn around. He hadn't thought of that part of it so he got out and turned it by hand. It was a pretty clumsy affair, a one cylinder engine mounted on the wheels of an old buggy, the wheels refitted with strong tires. Nobody wanted a horseless carriage of that type and it was eight years before Mr. Ford, no longer a very young man, began to make the real Lizzie which has immortalized him.

Obstacles Overcome

There were numerous things in the way. In the first place, he didn't have money enough to make the machine. Motors were coming to this country but they were mostly English and French machines, costing anywhere from \$5,000 to \$15,000. Two or three men had confidence in Ford's idea of making a motor cheap enough for

(Continued on 24 following page)



HENDRICKSON'S

Superior
Quality



Linen
Collars

.....
F.B.CHANDLER COMPANY
NEW YORK

The above application of practical lettering is by John N. Bogdanski, policy engrosser in the New England Mutual Life Insurance Company, Boston, Mass. Lettering for advertising is so closely related to engrossing that penmen generally would do well to give more attention to this interesting and profitable line of lettering.



TWO PENMEN AND FOUR OF A KIND

Meet Mr. E. A. Lupfer, with his eyes on his wife, and Mr. John S. Griffiths, Englewood Business College, Chicago, with his eyes on HIS wife (who is using the camera). The fine boys and sturdy girl are named Lupfer, so if they don't become fine writers there must be nothing in heredity.

This picture was taken last July, while Mr. Griffiths was spending a few days at the Zanerian. The trees in the background are in Goodale Park, just in front of the new home of the Zanerian.

Mr. Griffiths will contribute next year a series of lessons in business writing. From the outlines and advanced copies, we can promise our readers something unusually fine.

BOOKKEEPING

(Continued from 2d preceding page)

How much did we owe at the end of the month?

How much did others owe us at the end of the month?

What was the gain for the month?

Then suggest to certain students that they should look through the transactions and determine how much cash was received, and assign still other students to finding the answers to the following questions:

How much cash was paid?

What was the value of goods bought?

What was the value of goods sold?

What was the total expense?

How much did we sell to Henry Smith on account?

How much did Henry Smith pay us on account?

How much did we sell to Arthur Adams on account?

How much did Arthur Adams pay us on account?

How much did we buy from Black & Blue on account?

How much did we pay Black & Blue on account?

How much did the proprietor invest in the business?

(If several pupils are set at finding each of these facts the totals can quickly be checked. Then ask each pupil to write in the right-hand column of the list of transactions and opposite each transaction the fact which he has noted regarding that transaction. For instance, the pupils who have found out how much cash was paid will write opposite the second transaction "cash paid.")

Now have each pupil read the list of transactions opposite which he has made a notation. That is, the pupils who have found the amount of cash received will tell which transactions they used in securing this information. The pupils who have found the amount of expenses will do the same. As this information is given have all the other pupils write down the words as given by the reader or corrected by the teacher opposite the corresponding transaction.

"How many of you have more than one notation by a single transaction?"

"How many of you have more than two?"

"How many of you have exactly two?"

(All should have two notations beside each transaction. Any discrepancy is readily checked.)

This is the basis of double entry bookkeeping—that every transaction in business gives rise to two facts or affects two statements of fact, and it is advisable to make a record of both of these facts.

Any system of bookkeeping which does not make a record of the two facts affected by each transaction is known as **SINGLE ENTRY**.

If often happens that three or more facts regarding each transaction are important. This gives rise to various other styles of bookkeeping, including cost accounting.

20th Century Bookkeeping^{AND} Accounting

Cragin

Continued from 2d preceding page)

common people who didn't have thousands lying around loose to put into a buzz-wagon. He built a four-cylinder, 80 horse power racing machine and they got Barney Oldfield, king of the racers, to run it, and with this car he had beaten out all the racing cars of the time. A company was formed and Ford became vice-president at \$150 a month, but the company didn't last long. They wanted to make high priced cars and he was determined to stick to his original plan of making a car so cheap that everybody who could afford to keep a horse could buy a car. This was about 1893, and as a result of this agreement Ford found himself at 30 without money or a job and with a wife and boy on his hands. Two of his friends, however, still had faith in him and they put up some money, got a big shed, hired a couple of workmen, and got enough material to build a few low priced cars. The enterprise was a success from the start, and they sold a thousand cars the first year at \$900 each. But winter came and people didn't run cars in the winter 20 years ago. Business was flat and there was no money at Christmas to pay his 100 workmen—that was about the number he then employed. He got them together and told them just how he was fixed. They would have to take their chance about getting their pay, if they stuck on the job and made cars which he thought, yes, which he was **sure** would be sold in the spring. They stuck, to a man, and that spring orders came pouring in faster than they could begin to fill them. The help didn't lose anything by sticking to this parent of Lizzie, for he had built a four cylinder machine to beat the world.

It is almost ten years since Mr. Ford got a million dollars worth of free advertising by announcing that the cheapest employee in his service—if he didn't do anything more than sweep out the rooms would get \$5 a day. The newspapers the wide world over were full of it. He got space that was worth anywhere from ten cents to a dollar a line, for nothing. Possibly he had that in view when he made his announcement. All the other auto manufacturers said he was crazy, but you know they had said that before, and while Mr. Ford may be eccentric, as most positive geniuses are, he is a long ways from being crazy when it comes to making money. His \$5 a day men developed the highest degree of efficiency. They didn't sit around in rocking chairs and tell stories during the eight hours they worked for that \$5 and upwards. If a nail could be driven with four strokes of the hammer the man that worked for Henry

Ford didn't take five strokes to drive that nail. The men and women in the office were kept at the same high point of efficiency. They tell a story of a young fellow who took a job in Henry Ford's office. He was new on the job. Something came up that he didn't understand. He went to another office employee and asked him about it. The fellow told him and both of them got fired, so the story goes. The one for leaving his work in the first place, and for getting the other to stop in his work in the second place, and the second fellow got fired because he did stop in his work to tell the first man something he ought to have found out from the office manager. Probably this story is a lie, but efficiency is found everywhere in the great business of Henry Ford which employs a small army—not so very small either—and the minimum wage now is \$7 a day. Last year the Ford Motor Company, according to its report which is just out, sold a little over a million cars and tractors ranging in price from about \$400 to a thousand, or thereabouts, an average of over 3,000 a day for each working day of the year.

Eccentricities

Mr. Ford has done some funny things: When the big war got well under way he organized an expedition to go over there and get the soldiers on both sides to come out of the trenches and go home and buy Ford cars and tractors and cultivate the land instead of killing each other to fertilize it. It was a good scheme but he underestimated the magnitude of the task of bringing about peace, just as lots of other people like the Pope of Rome and President Wilson did, and the expedition was a fizzle. Henry was laughed at as a "pacifist" who didn't know what he was talking about and the Chicago Tribune, I believe, called him a traitor because he didn't want the United States to mix in and didn't favor taking on a row with Mexico. Mr. Ford had a libel suit with the Chicago Tribune in which he didn't recover enough damage to enrich him much. One never does in a libel suit with a big newspaper. Mr. Roosevelt got a dollar or two, I believe it was, from some newspaper that said he was drunk half of the time when he was running for President in 1912. In this trial Mr. Ford in his cross-examination showed that he was not much on literature or history, for he said that Benedict Arnold was a man who wrote novels, confusing him with Arnold Bennett. He also made the statement that history was bunk anyway, and a good deal of it. Whatever one's opinion about Mr. Ford's literary and scholastic standing may be, we must

take off our hats to him when it comes to making and selling tin lizzies.

When he set a minimum wage rate of \$5 a day, he set an efficiency pace that is kept up all through his business affairs. He reduces efficiency to an extreme, and there are few was strokes of any human arm or was revolution of any wheel in his great industries. Ford don't care a hair what a man has been. He will hire convict in his works just as quick as anybody else. He is like the Salvation Army, which says, "A man not be down but he is never out till he dead." Ford says it isn't what a man has been or what he has done but what he is and what he is going to do this counts, and that is right, isn't it? This is what Jesus Christ said, and He was a pretty good teacher in such matter for He always used common sense. I went to church the other day—I don't go to church and it isn't a bad habit practiced in moderation. This Sunday I heard an ex-crook who had been so he said, and he looked it—a mast pick-pocket and gold-brick artist, for 23 years, in eight of which he had been boarded free of cost to him in an institution where there was no danger of the dogs getting in and biting him. I said Henry Ford had done more for reform crooks than all the societies ever organized and that he had 4,200 ex-convicts in his employ. It is quite possible, for Mr. Ford's views on this point are well known.

Ford never went into politics, but Wilson in 1918 wished him to run for the United States Senate in the state of Michigan, and he did so on an independent-democratic ticket. He was defeated by a gentleman, who no one warns the Michigan Senatorial class and whose relatives and friends spent about \$250,000 to get him there while he had no suspicion they were spending more than the ordinary expense of a senatorial election. Such childish innocence would almost make one wonder if Mr. Newberry could be trusted to legislate in the highest branch of our national legislature.

Now Mr. Ford is very much in the limelight again, by his proposition to take over the United States Nitrate Works at Muscle Shoals on the Tennessee River in the northern part of Alabama on a hundred or a fifty year lease. He says he will eventually, directly and indirectly, make employment for a million men making fertilizers for the intensive process of taking nitrogen from the air and making pretty much everything else. It is a pretty large contract, but he would probably build a city or series of connecting towns 75 miles long, and I have no doubt there would be something doing.

(Continued on 2d following page)



Lessons in Artistic Penmanship

For Beginners

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

THE PERSONAL PRONOUN

While we study the letter that puts the personal element into our correspondence, I am constrained to say a few words about the benefits to be derived from the habit of affirmation. Study the capital I in all of its alluring variations, and practice it the while with your subconscious mind affirming "I can" instead of the negative "I can't" that seems to be upon the lips of so many students of anything—be it art, science, or literature. He struggles along, hour after hour, virtually building an unsurmountable barrier; instead he should be literally humming rhythmically while he practices, "I can, I can." Do not hold, for one instant, the hindering thought that there is any height attained by others that may not be reached by you—you can excel their accomplishments if you desire it and aspire to it! Affirm yourself much and often.

General Instruction

I am not yet satisfied with the way students send in their practice work. Write for me two lines of each numbered exercise in the lesson—two lines written after you have practiced it thoroughly—two lines written off-hand, one immediately below the other on the same piece of paper. Thus I will get

your average work and can detect your faulty tendencies. Most of you have good observation, and there is no merit in simply pointing out flaws in form—what you need is to have some one tell you *why* you fail to execute what you can see. So-called red ink corrections are for those who have no conception of form and must be taught to see.

Specific Instructions

No. 1. Center a flat reverse oval around the base line, retracing eight or ten times, swinging the pen upward from below the base line, dropping the letter I on the line. Make a snap shade with the maximum width on the base line, or rather just as you approach the base line.

No. 2. Practice until you have mastered the upward swing from below the base line, the snap shade, and the hair-line taper at the finish.

No. 3. Easily made by completing the former letter with a full oval.

Nos. 4-5. These are but further developments of the flourished elements. Observe the symmetry of the oval.

No. 6. A general favorite—keep the oval large and full, stopping abruptly with a firm but dainty tick. All ticks should be made lightly.

Nos. 7-8. No. seven is another one of

those eccentricities of mine—sort of a camouflaged imitation of No. 5. No. 8 is out of its regular order, and should not be used until after you have given No. 10 masterful practice.

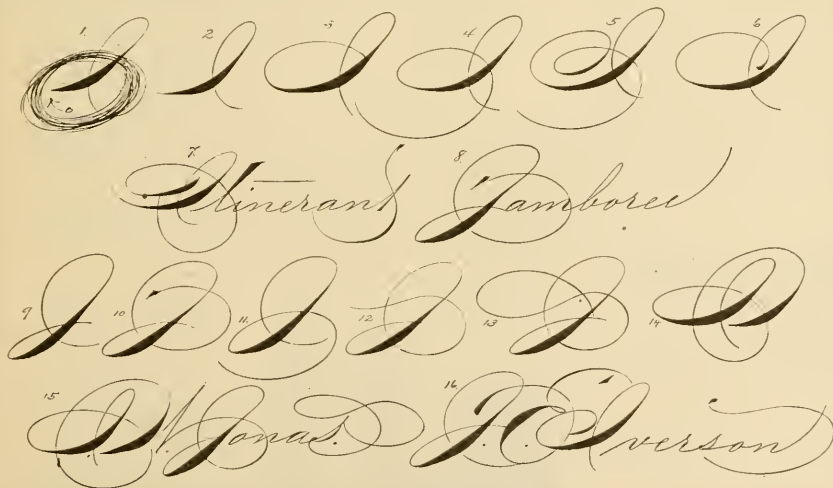
No. 9. Note that the bulk of the J is above the base line; the same beginning stroke as the capital I; the straight downward stroke; and, the maximum shade just before the abrupt turn at the bottom.

Nos. 10-11-12-13. These are but variants of the standard letter. I put the tick on last in making No. 10. You might begin with the tick as a starting point. Be careful in these variations not to lose sight of the fact that the standard form is but slightly modified.

No. 14. Use this as preliminary practice to the signature that follows. Study symmetry and proportion.

Nos. 15-16. Keep your shades equidistant. Some supplementary signatures will be found on another page. Practice from those also.

"Ambition Talks" is the title of a series of articles by Harlan Eugene Read, of St. Louis, Mo., to be published in the BUSINESS EDUCATOR beginning September, 1922. Nearly every commercial teacher in the country knows Mr. Read, and understands what a treat is in store for our readers. To students and teachers who do not know him we want to say that these talks are exactly what the name implies — short, virile essays calculated to arouse ambition in every one who reads them. They will appear in the Students' Edition. We hope to publish one in the May number to give you a taste of the good things in store.





there always is something doing when he gets into things.

Mr. Ford will meet plenty of opposition when the question of ratifying his contract with Secretary of War Weeks comes up in Congress, for like all successful business men, Mr. Ford has plenty of enemies. The Jews are not passionately attached to him and no wonder, for his paper, the "Dearborn Independent," has roasted Jewish bankers, movie, and theatrical managers beyond all reason, though some of them deserve it and simply got what was coming to them. Other auto and tractor men are not anxious to have Ford succeed in the gigantic enterprise he has blocked out. The politicians don't like him, but I hope he gets this Muscle Shoals proposition. There is need though of a practical man to show the government how it has wasted billions through the mismanagement of men who were not practical.

Henry Ford has faults enough, no doubt, but his genius never showed itself better than when two years ago, he bought out very great interests and became the controller of the Ford works. It was necessary for Ford to raise many millions and everybody said, the only way he can get it is to go to the bankers of Wall St., and float his securities there, and then Wall St. will manage Ford. "Did he do it?" Well, not so you would notice it; but he gave Wall St. a lesson in finance that for brilliancy had never been equalled. He shipped thousands of cars to every Ford agency all over the United States, and I don't know but all over the world, and sent a sight draft for the cash with the cars, and said: "If you want to keep the Ford agency in your town or city, accept this draft and send the money and take the cars." And they did it, of course. The local banks were ready enough to advance the cost price of Ford cars, for they are as salable as wheat, and money poured into Detroit in millions. It was a master stroke, and while one may laugh at Mr. Ford's literary attainments he is no laughing matter in business. Thomas A. Edison put it finely the other day at his seventy-fifth birthday reception of friends, when he said: "I wouldn't vote for Henry Ford for President, but I would vote for him as director of industry, if there was such a department of our National Government."

POSITION WANTED

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now teaching Sherwood's Course and allied subjects, LaSalle graduate, expert penman, thorough knowledge of Gregg Shorthand, wishes to connect with progressive school. Available Sept. 1st. Address R. J. B., care of Business Educator, Columbus, Ohio.

AN exceptional opportunity for an exceptional young man who has talent for engrossing, plus the ambition and industry to succeed. I would like to hear from such a young man, with samples, age, salary to start, etc.

THE SCRIPTORIUM,

First National Bank Building CHICAGO, ILL.

A. R. Reelhorn, of the Stockton, California, High School, is securing unusually fine results in penmanship. He recently sent us a fine lot of specimens from his students. Twenty-five of them were up to the High School Certificate standard.

Norman Tower, Penman and Engrosser with the Barnes Commercial School, Denver, Colorado, is doing some engrossing which is bringing him to the notice of the people of Denver. The Denver Post of Friday, February 17, contains an account of the beginning of a national movement looking toward greater respect for and obedience to the United States Constitution, which was launched at a meeting held Wednesday evening, February 22, at Beth Hamedrosh Hagadol Synagogue. The ceremony centered about the presentation to the synagogue of a copy of the constitution engrossed on parchment by Mr. Tower. The whole is bound in leather embossed with gold. Included in the books are personal messages from President Harding, Chief Justice Taft, and Senators and Congressmen from Colorado.

J. A. Elston is offering correspondence instruction in business and ornamental penmanship through our columns. Copies supplied in his courses are all pen written, and he is a great believer in furnishing suggestions and instructions for his pupils.

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Two terms. One ten weeks, beginning May 23 and the other five weeks, beginning June 27, 1922. The first for teachers who want to do definite classroom work in text books. The second for those who wish to specialize in methods. Both are under the direction of specialists. Last year's attendance more than a hundred percent over 1920. The increase this year promises to be even greater. Twenty-five miles from Great Mammoth Cave. Write for beautiful catalog.

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Notes

Miss J. Katharine Hartley, of Oxford, Ohio, is a new commercial teacher in the Parkersburg, W. Va., High School.

Miss Edna A. Stewart, of Delhi, Minn., has recently accepted a position as teacher of bookkeeping and typewriting in the High School at Council Bluffs, Iowa.

Miss Florence M. Lombard, last year with the Jamestown, N. Y., High School, is a new commercial teacher in the White Plains, N. Y., High School.

W. R. Hill, for the last few years with the Aetna Life Insurance Company, Hartford, is now teaching in the Morse Business College of that city.

Miss Elizabeth Hurst, of Cleveland, Ohio, is a new commercial teacher in the Millvale, Pa., High School.

Floyd E. Hill, a recent graduate of the State Normal School at Whitewater, Wis., has accepted a position with the High School at Kenosha, Wis.

Adah M. Nelson, Leland, Ill., has recently been appointed Reconstruction Aide in the Walter Reed General Hospital, Washington, D. C.

L. D. Zeidler, recently a student in the State Normal School, Whitewater, Wis., has accepted a position with the Central Continuation School, Milwaukee.

Central California Commercial College is the new name of the school formerly called Heald-Fresno Business College, Fresno, California.

R. J. Maclean, President of the Detroit Commercial College, writes us that they have just moved into their new rooms on the sixth and seventh floors of the Woodward Building at the corner of Woodward Ave. and Clifford St. This is a modern office building with walls of steel and plate glass, affording plenty of light and ventilation. Mr. Maclean says the school rooms are the most beautiful he has ever seen.

B. Marx, President of the West Virginia Business College, Clarksburg, W. Virginia, is a student of advertising and a member of the Advertising Club of Clarksburg. The Clarksburg "Exponent" for February 18 contains a two column report of an address delivered by Mr. Marx before the Advertising Club. The following sentences are typical of the high quality of the address:

"Life is a search for power — the power to know, the power to be, the power to do the work the world wants done. You can only be happy in this life through service; for service is sacred. Everything else is a substitute. What greater service can you render than through the intelligent and truthful advertising that enlightens, educates, uplifts and ennobles humanity."

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September calls are already filling our files. If you want a better position for next year, write us immediately.

CONTINENTAL TEACHERS' AGENCY

BOWLING GREEN

KENTUCKY

ALREADY the rivulets of opportunities for September are beginning to run. Soon they will swell to the usual spring freshet. Shakespeare says "There is a tide in the affairs of men, which, taken at the oiled, all the voyage of shallows and in misery." EARLY this spring on the

FOR NEXT FALL

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(A Specialty by a Specialist)

Prospect Hill, Beverly, Mass

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depends in a large measure upon your present action. Let us tell you of choice positions open for commercial teachers now, or for next September, and help you get the place you want. All correspondence confidential. No obligation to accept any place. Salaries \$1200 to \$5000—all you can command. Write for details—NOW.

THE SPECIALISTS' EDUCATIONAL BUREAU

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ODEON BLDG., ST. LOUIS, MO.

Retailing Education in the Stores

By MRS. FLORA TAYLOR YOUNG

Teacher of Salesmanship, Mandel Bros. Department Store, Chicago

(Students as well as teachers will be interested in this outline of study for salespeople. Thousands of persons enter the field of store selling every year, and the opportunities are great. Business Colleges have here a great field that is scarcely touched.)

Not until jobs began to be carefully analyzed and processes standardized was it possible to establish schools to give the beginner the knowledge which would enable him to attack a job with confidence. Strangely enough one of the last industries to be systematized is that old industry of **barter**, which antedated even Jacob who bought with a mess of pottage that which he most coveted in youth, and later paid with years of his life for the treasure he most coveted in maturity. Buying and selling has been carried on for centuries in every corner of the globe, with every variation of haggling, bickering, deceit, greed, avarice, wit, humor, palaver, and finesse, but it was always an individual science depending for success upon the skill, shrewdness, and artistry of the merchant on one hand and the gullibility of the purchaser on the other. So rarely did men deal honorably in barter or trade that one, who dealt fairly became known as "Honest John" or "Honest James" to distinguish him from his fellows.

From hawking wares about the streets or peddling to home of customers the shrewd vendor progressed to the ownership of a "stand" to which the customer came. An aggregation of these stands became a market, and out of this grew the store which sold many items belonging to the same line. Finally, about a century ago, appeared that congregation of stores under one roof which we call the Department Store.

Up to this time it had not been possible to teach the science of merchandising nor the principles of business, for merchandising was most unscientific and business had no principle worthy of mention. You can't teach mathematics or language without fundamental symbols. But a new birth in business thinking occurred just about the time Department Stores came into being here in this level-eyed square dealing country of ours. Pioneer merchants began enunciating certain strange principles such as "One price to everybody," "the truth about merchandise," "the customer is right." On this rule of three it has been possible to build a science of business that can be taught.

Even during the era of the square-deal progress has been slow and stores have increased in size faster than in intelligence of management. Merchants continued merchandising the way grandmother made her cake, "no formula, just judgment," advertised when they felt like it; sold what fancy dic-

tated; built up personnel by hiring and firing without attention to the feelings of individuals; regarded complaints as a nuisance rather than guide-posts and dissatisfied customers as mere cranks.

Within the last fifteen years great stores have undergone internal revolutions, problems have been analyzed and data collected which enables teachers to set about the training of employees and executives. So thoroughly have merchants become convinced of the necessity of educational work among their employees that their programs have in some cases reached university proportions. Teaching skill, libraries, research facilities, laboratory work, practice on the job are combined to place the key to success in the hand of any ambitious employee. The teaching force varies, according to the size of the store, from two or three to ten or even twenty instructors. The method of attack varies from simple demonstration and discussion to a most elaborate academic course.

With competition so keen every merchant wishes to give his patrons expert service and in the small store he can personally see that they get it. In the larger organizations the merchant is so remote from the rank and file of the employees that he must depend upon instructors to interpret and transmit his ideals to all who serve his customers. If he is not so fortunate as to secure trained teachers from one of the good schools for store service connected with well-known universities, he proceeds to train a teacher of his own. For a teacher he must have if he would call himself progressive. In some stores the educational embraces welfare and certain phases of employment work, but the ideal arrangement is for the teacher to have unhampered sway in the sphere for which she is trained, namely, the purely educational features of personnel work.

This composite program for larger stores gives a glimpse of the scope of this work.

FOR JUNIORS:

Continuation school courses taught on the premises or pupils are sent to public school on store time.

CASHIERS, INSPECTORS:

Store system, conserving and ordering supplies; wrapping merchandise; handling money; error systems; relations with sales people; dress, deportment, hygiene.

SALES PEOPLE:

Principles of selling taught through lecture, discussion, demonstration, motion pictures, chalk talks, criticised practice; store system; merchandise facts; business building; operation of cash register; want system; dress and hygiene; arithmetic and spelling where needed; elimination of errors.

BUYERS AND ASSISTANTS:

Principles of merchandising; what and how much to buy; how and when to advertise; how and where to display; when to mark down; how to figure costs; gauge quantities; anticipate wants; study of sources, markets, economic conditions; how to train and manage people.

STOCK PEOPLE:

Hanging, folding, covering, ticketing merchandise; daily inventories; reports to buyers; relations with sales people; stimulus to promotion.

FLOOR MANAGERS:

Store system; policy toward employees and customers; identification; department appearance, lighting and ventilation; management of regular force and extra help; handling crowds; making adjustments; procedure in emergencies, such as thefts, sudden illness, panic, etc.; monthly written quiz on location of merchandise.

OFFICE FORCE:

Regular monthly conferences on new methods, accuracy, speed; routine training for billers, comptometer operators, typists, dictaphone operators; promotional inducements and bonuses for amount and accuracy of work.

ELEVATOR OPERATORS:

Mechanics of car; safety and safety devices; maintenance of discipline; directing customers; kindness to patrons and employees; hygiene and appearance of operators, procedure in case of fire or accident.

CHAUFFERS AND DELIVERY BOYS:

Mechanics of car; rules of the road; procedure in cases of accident, securing witnesses, doctor, etc.; expert handling of merchandise; directory quiz; conduct toward customers; accounting for money received; dress and deportment.

Waitresses, fitters, matrons and other special groups also receive painstaking training.

In addition to the special training, many stores make a practice of securing concerts, lectures and entertainments for the entire personnel, believing that any thing which tends to broaden the outlook of the individual makes him a better employee.

After a glance at this program it will not seem to you strange that college students, young clergymen, doctors, dentists, teachers, settlement workers and road salesmen come into the department stores for holiday work not alone for the wages and the contact with people, but also because they really value this vocational training.

HEALTH HINTS

"A good complexion powder is graham flour.

"When you're hungry between meals, eat a glass of water.

"Are you superstitious? A light thrown over the left shoulder while writing brings good luck."

—From a bulletin published by the Child Health Organization.



Flourishing

Plates by the Late C. C. Canan
Instructions by the Editor

LESSON 5

Flourishing to most people means "flourished birds." It is wonderful how a few graceful lines properly disposed on paper can represent the beauty and freedom of the flying bird.

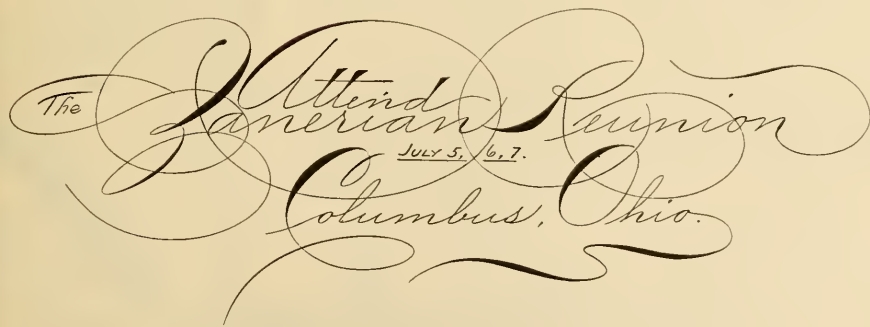
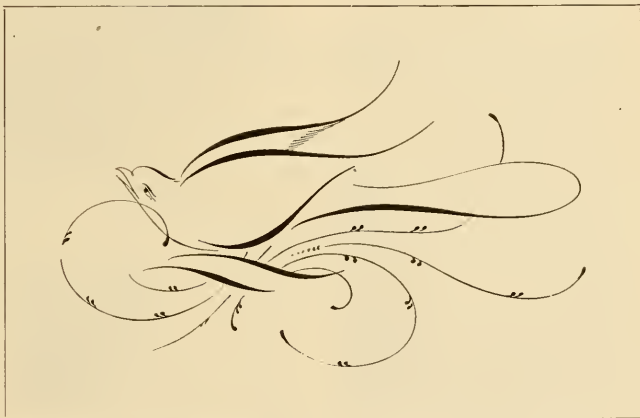
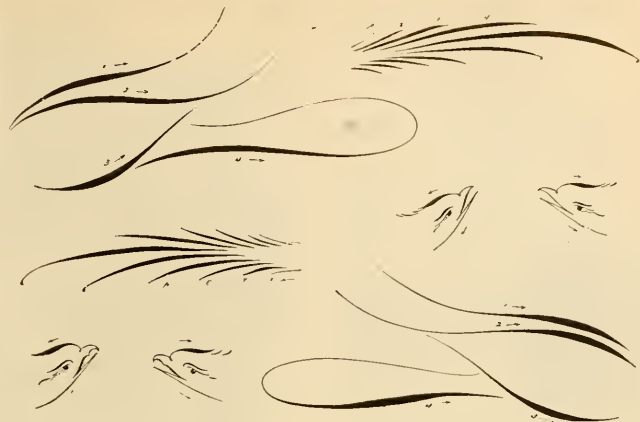
In days not so long past almost every penman who claimed to possess great skill had his favorite forms of bird flourishing. It was expected that the writing master or business college teacher should be able to dash off a beautiful birds for the admiration of his students.

The first cut this month shows the bird taken apart so that we can see how it is made. Notice that it is comparatively simple. The wings are two compound curves gracefully shaded. The tail is a long oval which is also shaded. The head is formed of comparatively few strokes. Notice the arrows which show the direction in which these strokes are made, and, therefore, where each stroke should be begun. You will remember that the paper should be turned so that every stroke in flourishing is made away from the body.

The small strokes of the heads of birds should be flourished rather freely. Gracefulness is so necessary that the greater exactness secured by drawing is likely to spoil the flourish.

The second plate shows the completed bird. This simple form should be mastered before the more intricate forms to be given next month are attempted.

Do your best, then send a sample and a dime.





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The field for commercial designers is large and remunerative. Careful preparation is necessary to attain the greatest success, as the man who sells designs must be familiar with all the various mediums of artistic expressions, including pencil, charcoal, pen and ink, and brush and color. He must also

be a skillful letterer.

The design to which these instructions refer, shows some pleasing and effective pen drawing. Lay off the design in pencil, giving form and balance critical attention. The masses must be correctly placed in order to make your drawing "hang together," so to speak. Follow rough sketch with an accurate pencil drawing, giving especial attention to form and color values. The lettering "Art Calendars" was outlined with care to obtain regular size and spacing. Suggest color tones and also the pen technique for the development of the color values. The gradation of tones from light to dark will require the most careful and painstaking study and practice. Do not rule the lines in background of cartouche. Free hand lines are best. The background of word "Art" should be quite dark in tone. Leave the spaces for the fine diagonal lines. Use a No. 5 broad pen for the coarser lines and a Gillott No. 170 pen for fine lines on blossoms and leaves. Your color values as well as your drawing must be correct.

The smaller lettering may be written with a No. 4 broad pen and finished with a fine pen. A very plain and artistic style of lettering for posters and all purposes where speed and legibility count.

ANOTHER PENMANSHIP CONTEST

Our readers will remember that a few years ago J. Austin Brooks held a penmanship contest that aroused a great deal of interest in fine penmanship.

He is now thinking of holding a World Penmanship Contest to cover a period of three years, and to close during the World's Fair to be held in Portland, Oregon, in 1925.

Mr. Brooks has just written us that Dr. Howard D. Poore, a man who takes much interest in fine penmanship, had said that "He has \$25,000 to say that Mr. J. A. Wesco is the best all-round penman living."

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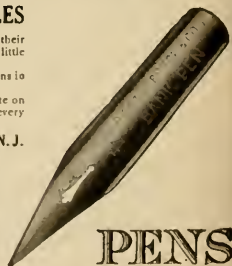
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PENS

PRELIMINARY PROGRAM

Indiana State Normal School, Eastern Division
 Shorthand and Typewriting Contest and
 Commercial Teachers Conference
 Muncie, April 21 and 22, 1922

Friday, April 21, State Normal Auditorium
 10:30 A. M. Typewriting Contest under
 the personal direction of Mr. J. N. Kimball,
 International Contest Manager.

12 o'clock. Contestants and visiting teachers
 will be guests at luncheon of the Exchange,
 Kiwanis, Rotary, and Optimist Clubs of Muncie.

2:00 P. M. Shorthand Contest.

2:30 P. M. Address—The Psychology of
 Typewriting. Mr. E. W. Barnhart, Chief
 Commercial Education Service, Federal Board
 for Vocational Education, Washington, D. C.

General Discussion, led by Nora Vanden Brook,
 Manual Training High School, Indianapolis.
 4:00 P. M. Awarding of cups and medals to
 successful contestants and schools.

6:30 P. M. Banquet, Hotel Roberts Ball
 Room (Informal).
 Address—President L. N. Hines, State
 Normal School.

Address—Present Tendencies in Commercial
 Education. Mr. E. W. Barnhart, Federal
 Board for Vocational Education.
 Entertainment.

Saturday, April 22, State Normal Auditorium
 Commercial Teachers' Conference.
 J. O. Winger, Chairman, Muncie

9 o'clock. General Discussion—"Standardiza-
 tion of Commercial Subjects" led by the fol-
 lowing:

Bookkeeping—M. W. Grinnell, Evansville.
 Writing—Tom Sawyer, Indianapolis.
 Commercial Arithmetic—E. E. Barnhart,
 Wabash.

Shorthand—Perle Marie Parvis, Blooming-
 ton.

Typewriting—Ogal Pence, Muncie.

"Why Standardize?"—Mr. E. W. Barnhart,
 Federal Board.

12 o'clock. Luncheon Normal School Cafeteria.
 Address by a local business man.

1:30 P. M. How Can We Secure the Co-opera-
 tion of Local Business Men in the Placing of
 our Students?

Discussion led by G. C. Thomas, Logans-
 port.

Some Recent Observations of Commercial
 Education in Indiana. Professor Bernard
 Shockey, State Normal School, Terre Haute.

OKLAHOMA PENMANSHIP TEACHERS

A very enthusiastic meeting of the
 penmanship teachers and supervisors
 of the State of Oklahoma was held in
 Oklahoma City on February 10.

Seventy-five or more were in at-
 tendance at this meeting to hear the
 splendid program which had been ar-
 ranged by Miss Edna Jones, of the
 State Teachers' College, Edmond,
 Oklahoma, and Miss Amanda Cornu,
 Director of Penmanship, Tulsa, Okla.

"The Essential Accomplishments of
 the Penmanship Teacher," "Problems

and Achievements of the One-room
 School," "Class Enthusiasm," "Corre-
 lation of Penmanship," "The Best Plan
 of Inducing Teachers and Pupils to
 Improve their Writing," were some of
 the timely topics which were ably dis-
 cussed by the various speakers.

Honorable R. H. Wilson, State
 Superintendent of Public Instruction,
 gave a very interesting and profitable
 talk on the "Growth of Penmanship in
 Oklahoma." Our Mr. R. B. Moore
 was also present and made a short
 address.

Miss Vera G. Albin, formerly with
 Behnke - Walker Business College,
 Portland, Oregon, is now teaching in
 the Portland High School of Com-
 merce. Miss Albin writes like her
 brother, M. A. Albin, who, as our
 readers well know, is a very fine pen-
 man. Her business writing is espe-
 cially good. Miss Albin attended the
 Zanerian College of Penmanship in
 1913.

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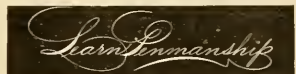
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C. C. Oursler, Card-Writer, Oblong, Ill.
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Adolph O. Ambrose, Card Carving Ar-
 tist, Janesville, Wis. Sample, 15c.

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 fully with an automatic lathe, therefore they are HANDMADE of selected rosewood. (Look for
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 8 inch plain, each 35c; 8 inch inland, 75c; 12 inch plain, 75c; 12 inch inland, \$1.35.

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With the exception of the word "Resolved" in rustic letters, all other lettering was executed with broad pens, which may be purchased from the Zaner & Bloser Co. if they are not at hand in the dealers of your own city.

The shading the display lines is done with a brush, using a mixture of Paynes' Gray and Lampblack water colors, which gives a very pleasing shade of gray and produces a lithographic effect when the work is completed.

The greater part of the work is spread equal distance to the left and right of a center line, which should be ruled from top to bottom of the page when laying the work out in pencil. Use the same mixture of color for the rustic letters and the wreath tail piece as that described above for shading the display lines.

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BOOK REVIEWS

Our readers are interested in books of merit, especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Bookkeeping, Theory and Practice, by Arthur H. Rosenkampi, B. C. S., Professor of Accounting and Associate Head of the Department of Accounting Instruction in the School of Commerce, Accounts, and Finance, New York University. Published by the New York University Press, 32 Waverly Place, New York City. Cloth cover, 230 pages.

This text contains the material used in Bookkeeping in the School of Commerce, Accounts, and Finance, New York University.

The aim of the course in Bookkeeping is two fold: (1) to prepare students who have no knowledge of the subject of bookkeeping, for entrance into the classes in accounting; (2) to prepare those who have a knowledge of the subject but who have failed in the entrance examination.

In addition to the transaction common in every trading business, the author has endeavored to embody such transactions as occur more or less infrequently and which usually confuse the average bookkeeper.

The practical work is interspersed with such theory as is necessary to make the work clear and understandable.

Principles of Accounting, by John Raymond Wildman, B. Sc., M. C. S., C. P. A., Professor of Accounting in New York University School of Commerce, Accounts and Finance. Published by the New York University Press, Washington Square East, New York City. Cloth cover, 360 pages.

In presenting this book the author desires to have it understood that it is not a treatise on accountancy. It deals, as the title implies, with the principles of accounting. The method of this work is synthetic rather than analytical. It points out the factors which enter into accounting, and shows how each one of them must be treated in arriving at the financial statement which is ordinarily its objective. It is particularly suitable for use in university courses because it shows the relation which accounting bears to the other functions and departments of business.

It has been prepared as a text, constituting the foundation, or framework of the course in Theory of Accounting,

as given in New York University School of Commerce, Accounts and Finance. As such it is supplemented by extensive collateral reading, with a view of bringing to the attention of the student the greater detail on many topics, which obviously is impossible in a work of this character, as well as the views of other writers on this and allied subjects.

Principles of Cost Accounting, by John R. Wildman, M. C. S., C. P. A., Professor of Accounting in the New York University, School of Commerce, Accounts and Finance. Published by the New York University Press, Washington Square East, New York City. Cloth cover, 96 pages.

The motive which prompted the author to prepare and publish Cost Accounting, was the desire to supply a demand for a text book on the part of the students in New York University School of Commerce, Accounts and Finance. In presenting it for public consideration it is desired to have clearly understood the fact that it is intended as a text book especially adapted to the needs of students, and is not intended as a general reference work.

The following table of contents will show its general scope and method of treatment: Objects in Ascertaining Cost; Classification of Costs; Selection of a System; Accounting Cost System; Manufacturing or Factory Cost System; Orders; Materials and Supplies; Labor; Overhead; Types of Manufacturing Cost Systems; When Departmental Distribution of Overhead is Indicated; Defective Goods, Waste, Shrinkage and Idle Time; Distributable Overhead and Bases of Distribution; Machine Rates, Wage Systems; Fixing of Wage Rates; The Efficiency Department; Reconciling Predetermined and Estimated Costs with Actual Costs; Report of the Cost Department.

Principles of Auditing, by John Raymond Wildman, M. C. S., C. P. A., Professor of Accounting in New York University. Published by New York University Press, New York City. Cloth cover. 196 pages.

This text is a compact working manual for auditors and accountants; a reliable source of information for students; an illuminating discussion of how to begin an audit; what to do during an audit; what to do after an audit.

The contents of the book is as follows: Auditing Defined; The Occasions for auditing; Audits differentiated from examinations and investigations; The engagement; What to do before

beginning an audit; Counting the cash; Counting the notes and securities; Taking off the trial balance; Reading the minutes; The mechanical work; Reconciling the bank account; Vouching the disbursements; The petty cash; Vouching the purchase journal or voucher register; Inventories; Analyzing accounts; Some accounts which require analysis; The customers' ledger; Other accounts which require attention; Accounts on the credit side; How to end an audit; What to do after an audit.

Elementary Accounting Problems, by John Raymond Wildman, B. Sc., M. C. S., C. P. A., Professor of Accounting in New York University School of Commerce, Accounts and Finance. Published by New York University Press, 32 Waverly Place, New York City. Cloth cover, 218 pages.

This collection of problems differs from any other in the field in several important respects. The problems are entirely original, and are arranged to cover, without duplication, all the important situations met in ordinary accounting practice. They begin with the simplest methods of the sole proprietorship; follow this through its various stages to copartnership; then go on similarly to the copartnership liquidation and the formation of a corporation, and finally proceed to the more difficult problems connected with the corporation, such as merger, consolidation, holding companies, bankruptcy, receivership, and dissolution.



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GOLD. Its place in the Economy of Mankind. By Benjamin White.

IRON AND STEEL. Their Production and Manufacture. By Christopher Hood.

KNITTED FABRICS. 145 pp. By J. Chamberlain and I. H. Quilter.

LEATHER. From the Raw Material to the Finished Product. By K. J. Adcock.

LINEN. From the Raw Material to the Finished Product. By A. S. Moore.

MODERN EXPLOSIVES. By S. I. Levy, B.A.

OILS. Animal, Vegetable, Essential, and Mineral. By C. Ainsworth Mitchell, B.A., F.I.C.

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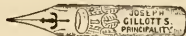
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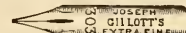
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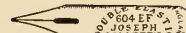
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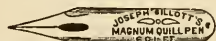
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THE BUSINESS EDUCATOR

VOL. XXVII

PROFESSIONAL EDITION, \$1.50 A YEAR

No. 9

May, 1922

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

Still water runs
deep and
generally sluggish.

-E. Brown, 1921-

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COLUMBUS, OHIO

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— Write Today for 1922 Bulletin —

WHITEWATER STATE NORMAL SCHOOL, Whitewater, Wis.

The Triumph of the Right Start



ELIZABETH CANNON
Beacom Business College, Wilmington, Del.

(Photo by Ellis)

In the Tri-State School Typewriting Championship Contest recently held at the Philadelphia Business Show, Miss Elizabeth Cannon, writing for fifteen minutes with but eleven errors, won first place with a net speed of seventy words a minute. Miss Cannon, who is but fifteen years of age, began her study of Rational Typewriting at Beacom Business College, Wilmington, Delaware, in September, 1921.

In the thirteen State and Sectional Typewriting Contests conducted by Mr. J. N. Kimball since the fall of 1919, Rational operators have won first place in all but two, and second place in all but one contest, as follows:

Chicago Circle Typewriting Contest, November 17, 1919

- 1st Ruth Lewis, Gregg School, Chicago
2nd Mildred Campbell, Gregg School, Chicago

California State School Typewriting Championship Contest, San Francisco, March 8, 1920

- 1st Stella P. Boyden, Sacramento Secretarial School, Sacramento
2nd Adrienne Enright, California-Brownberger Commercial School, Los Angeles

Tri-State School Typewriting Contest, Philadelphia, April 19, 1920

- 1st Jessie Peoples, Beacom Business College, Wilmington, Delaware
2nd Frances Naughton, Taylor School, Philadelphia

New England Typewriting Contest, Boston, May 1, 1920

- 1st Louise R. Potter, Bryant & Stratton Commercial School, Providence
2nd R. Elvera Schuler, Northampton Commercial College, Northampton

New England Typewriting Championship Contest, Boston, April 4, 1921

- 1st Wilford E. Wheaton, Stone Business College, New Haven
2nd Madeline C. Hunt, Bay Path Institute, Springfield

California State Typewriting Championship Contest, Los Angeles, April 25, 1921

- | Private Schools | High Schools |
|--|--|
| 1st Helen Mar Babson, California-Brownberger Commercial College, Los Angeles | 1st Lydia D. Royce, Berkeley High School |
| 2nd Ruth A. Wright, Armstrong School, Berkeley | 2nd Mary C. Sutfin, Marysville High School |

Illinois School Typewriting Contest, Chicago, September 19, 1921

- | Private Schools | High Schools |
|--|--|
| 1st Rita Mann, Gregg School, Chicago | 1st Rose Imburzia, Proviso Township High School, Maywood |
| 2nd Dorothy Davis, Gregg School, Chicago | 2nd Nina Reason, Thornton Township High School, Harvey |

Third California School Typewriting Contest, San Francisco, March 11, 1922

- | Private Schools | High Schools |
|--|---|
| 1st Hattie Cohen, California Commercial College, Los Angeles | 1st Helen J. Beaumont, Berkeley High School |
| 2nd Dora C. Nardelli, California Commercial College, Los Angeles | 2nd Ada Dittmer, Berkeley High School |

Tri-State School Typewriting Contest, Philadelphia, March 6, 1922

- | Private Schools | High Schools |
|---|--|
| 1st Elizabeth Cannon, Beacom Business College, Wilmington, Del. | *1st Marion Watters, Trenton High School |
| 2nd Evangeline Tharp, Beacom Business College, Wilmington, Del. | *2nd Frank Yobbs, Trenton High School |

* Trained by other methods.

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Courses are open to both men and women, although the College Dormitories are open to women only.

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Is not that the way you feel about your

SHORTHAND?

Perhaps you have read of the man who searched for diamonds far and wide, only to find them at last in the brook on the old homestead.

And possibly you have been prospecting among other systems, only to discover, as one teacher puts it, that while "Pitmanic writers transcribe their notes," other writers "translate theirs."

And yet you may have right on your desk a copy of Brief Course in Pitmanic Shorthand but have never really discovered what a treasure it is. The Right Method, not a different system, is the solution of your problem.

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If you have not Brief Course, order now. Paper-bound copy free to shorthand teachers. Benn Pitman or Graham?

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If you are interested in any of the above-mentioned titles, place your order now for your sample copy. All books will be ready some time between now and the first of September.

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Pitman's Shorthand

SIMPLEST SWIFTEST SUREST

Every official reporter in the United States Senate and House of Representatives writes Pitmanic shorthand. Over 92% of the reporters of Washington, D. C., are Pitmanic writers.

91.4% of the court reporters of the country write Pitmanic shorthand; as shown in the 1921 Roster of the National Shorthand Reporters' Association.

Nathan Behrin, an Isaac Pitman writer, won the World's Championship contest three times in succession, and in 1913 made a record in these contests of 98.3%, which has never been equaled. Mr. Behrin in 1920 made the two most remarkable shorthand records ever made. He wrote for five minutes at 240 words a minute with only one error, and for five minutes at 280 words a minute with only three errors. On February 2, 1911, in the examination for Official Court Stenographer held in New York, Mr. Behrin wrote 200 words a minute on straight matter for Five

Minutes with absolute accuracy. The Civil Service Commissioner certified to this in its report of the examination. At a contest given in December, 1919, by the New York State Shorthand Reporters' Association, Nathan Behrin wrote for two minutes at 324 words a minute with only two minor errors. Both light-line and Pitmanic systems were represented, but only Mr. Behrin qualified. This is the first time that over 300 words a minute have been written and transcribed publicly. The above records have never been approached.

93% of the New York City days and evening high schools teach the Isaac Pitman system of shorthand. This system is taught in some two hundred and fifty public, private and parochial schools in New York City.

Study the system that leads in every phase of industrial, commercial and professional activity. Ask for Isaac Pitman shorthand, the system by means of which tens of thousands of young men and women have reached the highest salaried positions.

World's Shorthand Championship Contests

The remarkable figures tabulated below, which are open to the fullest investigation and cannot be refuted, demonstrate conclusively, and in the most convincing manner, the superiority of the world-famous system invented by Isaac Pitman over its light-line competitors.

The Miner Championship Gold Medal (For writers of 10 years' experience and under)

Year	Place	Winner	System
1906	Baltimore	Sidney H. Godfrey	Isaac Pitman

There were three other competitors, two of whom were Pitmanic and the other Gregg. Mr. Godfrey transcribed the 168 words a minute test, and made 8 material errors, his percentage of accuracy being 98.1. The Gregg competitor, Mr. Emil Tretzger, who transcribed the same test, was placed last, making 55 material errors and 27 immaterial errors.

Year	Place	Winner	System
1907	Boston	Sidney H. Godfrey	Isaac Pitman

Mr. Godfrey again won with his transcript of the 165 test, his percentage of accuracy being 96.25.

Year	Place	Winner	System
1908	Philadelphia	C. H. Marshall	Pitmanic

Mr. Marshall, the winner, transcribed the 260 test with 18 material errors and 36 immaterial errors, his net speed being 242. Mr. Godfrey, who came second, transcribed the 220 test with 16 material and 12 immaterial errors, his net speed being thus 238 words a minute. The transcription of the 180 test also handed in by Mr. Godfrey had 859 out of the 900 words dictated absolutely correct.

Year	Place	Winner	System
1909	Providence		

There were nine competitors, including Mr. F. H. Gurtler, a well-known Gregg champion, but all failed to qualify, and the medal was not awarded.

Year	Place	Winner	System
1910	Washington	F. H. Gurtler	Gregg

Mr. Gurtler won by transcribing the 180 test with 38 errors, registering a net speed of 173 words a minute. Compare Mr. Gurtler's record at 180 words a minute in this contest with Mr. Godfrey's at exactly the same speed in the Third Contest. Mr. Godfrey made 5 errors only, Mr. Gurtler made 38.

The Contests for the Eagan International Silver Cup

(Open competition for the High Speed Championship of the World)

Year	Place	Winner	System	Percent- age of accu- racy	Net speed per min.
1907	Boston	Nellie M. Wood	Isaac Pitman	96	163
1908	Philadelphia	Nellie M. Wood	Isaac Pitman	98.4	253
1909	Providence	Nellie M. Wood	Isaac Pitman	95.3	264

By winning the Eagan Cup three years in succession, Miss Wood became the permanent possessor of the trophy.

The Adams International Trophy for Speed and Accuracy

Year	Place	Winner	System	150	99.47
1911	Buffalo	Nellie Wood	Isaac Pitman	170	99.41
				190	99.70
				210	99.33

Mr. Nathan Behrin was second, with an average percentage of 95.3.

The comments of the Speed Committee on these results were described by Mr. James F. Campbell, Official Court Reporter, New York, as the greatest tribute ever paid to any contestant or to any system of shorthand in the world.

(Continued on page 38)

THE Business Educator

COLUMBUS, O.

VOLUME XXVII

COLUMBUS, OHIO, MAY, 1922

NUMBER IX

HOW IS YOUR PERSONALITY?

A newspaper article some time ago set forth some of the requirements of a high-priced man. The following extract is of especial interest:

"Personality is the principal requirement in a high-priced man, and most of the trouble lies in the fact that there is not nearly sufficient personality to go around.

"The man of great personal magnetism, with the ability to make others like him and to exert an influence over them, is the man for whom American industry is now in the market.

"The ability to handle men," said John D. Rockefeller some years ago, 'has become just as much a marketable commodity as is sugar, and I will pay higher for it than anybody else in the world.'"

He who finds no joy in work finds little pleasure in play.

THE QUALITIES NEEDED

The qualities needed for business success may be mentioned under three heads:

First, personal qualities, such as an agreeable manner, a reasonable amount of intelligence, dogged determination, etc.

Second, training in doing a particular work, such as bookkeeping or shorthand.

Third, knowledge that comes only from experience.

The greatest of these is knowledge gained from experience. Without it, you graduates of high school and business college who are beginning your business career, will not get very far. It is the most important thing to be had from your first few years in business, of far greater value than the money you earn. Make certain that these first years yield to you their mintage of wisdom, for without that your personal qualities and your training will not bring you a large measure of success.

DICTATING BUSINESS LETTERS

Most business men find it necessary to dictate letters. The increasing speed with which business is done makes it out of the question for any man who has much correspondence to do the actual work of writing, so that even clerks and secretaries often dictate to others.

The separation of the writing from the composing of letters tends usually to produce better letters. That is, the man who decides what is to be said, and gives expression to it in the easiest way—by word of mouth—will as a rule produce a better letter than if he actually wrote the words with a pen or on the typewriter. This is because speaking is more natural than writing, and so requires less attention.

But most of us during our school days have little practice in putting our orderly thoughts into spoken form. Our speech is likely to become careless and ill-formed, full of incomplete sentences and crude expressions. Therefore there is need for some practice in dictating before the letter can be spoken as quickly or as well as it could be written.

Such training is usually given in the business office — the most expensive place in the world to teach. When the man or woman is finally promoted to a position where he is required to dictate letters, he must learn how to do it, meanwhile unlearning much that he has learned about deliberate and careful composition.

Such practice is embarrassing, as well as expensive. To dictate to an expert and somewhat scornful stenographer, who is accustomed to taking the dictation of fluent speakers, is a trying ordeal. It is true that the knack of dictating can usually be learned in a few days, and that a month or two will give considerable fluency, but why not learn the knack before the need for it comes?

If you have enough faith in yourself to believe that some day you will have a position where you will be expected to dictate letters, why not prepare now for such a position? Follow the lessons that will be given in this series next year and get ready for promotion. See the first article in the June number.

It has been found impossible to arrange for the Zaner Method Summer School which we had expected to hold in Chicago July 10 to August 15. Students who are interested in penmanship should plan if possible to attend the Zaner Method Summer School in Columbus.

E. C. T. A.
President, 1922-23,
F. B. Moore, Rider College,
Trenton, N. J.

The convention next year will be held in Providence, R. I.

ARE YOU A WORLD BEATER?

A letter just received reads, "I am looking for a world beater as principal of a business college." This man should make three to five thousand dollars a year.

If you are not a world beater and are not making at least three thousand dollars a year you should be preparing yourself for such positions.

There is a very marked tendency toward larger business colleges, and business college teachers and managers able to handle large classes and manage large schools will be more and more in demand.

Philadelphia, Pa.

Gentlemen: I wish to congratulate you on the issues of the B. E. which I have received. Most of the penmanship copies are superb.

With best wishes for the continued success of the B. E. and the Zanerian, I am,
Very truly yours,

I. Z. HACKMAN.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
ORACE G. HEALEY - - - - - Contributing Editor
L. W. BLOSER - - - - - Business Manager

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The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



HELPFUL WRITING LESSONS

By RENE GUILLARD

5247 Jefferson Street, Philadelphia, Pa.
Penman, Banks Business College

YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS FOR MAY

This month I am presenting a few business forms and the introduction to a letter.

You should not be satisfied with ordinary results. Stay with it constantly and results will follow. Every cause has an effect. Make practice the cause and good writing the effect.

Make all capitals the same height. Keep the spacing between words uniform. Note carefully the beginning and ending strokes of words.

<i>Mr. H. A. Connolly,</i>	<i>Mr. C. D. Moore,</i>
<i>Philadelphia, Pa.</i>	<i>Pittsburgh, Pa.</i>

<i>Mr. J. J. Hackman</i>	<i>Mr. G. B. Dailey</i>
<i>3230 N. 17 St.</i>	<i>117 N. Duke St.</i>
<i>Philadelphia, Pa.</i>	<i>York, Pa.</i>

⁶⁹
\$45 ²⁵/₁₀₀

Philadelphia, Pa. April 10, 1912.

*Nine months after date I promise to pay
Harry A. Boyd Fifty five and ²⁵/₁₀₀ Dollars,
value received with interest.*

J. J. Harrison

Note carefully the arrangement of the addresses. Very few can write a neat address on an envelope.

Are You Working for a B. E. Penmanship Certificate?
Ask Your Teacher About It



71

Penmansville, Pa Nov. 12, 1921.

Received from Annie Adamson ———
Nine Hundred and $\frac{22}{100}$ ——— Dollars
J. A. Hammerstein

Plate 71. Study the arrangement of the receipt given here. Watch spacing. After writing it once select the words most poorly written and practice them alone until there is a noticeable improvement. Then write the entire receipt again, noting improvements made and further errors for like treatment and correction.

72

New York, Mar. 4, 1921.

Mr. J. M. Heyman,
Boston, Mass
Dear Sir:

We are sending you by this mail one of our

Plate 72. Letter writing is an art of which no one should be ignorant. Ten times more letters are written today than a decade ago. Notice the arrangement carefully.

73

Good writing is more than a mere accomplishment, it is a modern need, the passport to good business positions.

Plate 73. Study the copy and also the thought it contains. Good writing is within the reach of all who will study and practice.

74

If a man can write a better book preach a better sermon or make a better mouse trap than his neighbor though he build his home in the woods the world will make a beaten path to his door.

Plate 74. Some say Emerson wrote this, but whether or not he was the author, it contains much truth. Make the spacing between words uniform.



75
No. 49 Philadelphia, Pa., April 7, 1921

SECOND NATIONAL BANK

Pay to the order of Aaron A. Adams \$ 91.00
Ninety one and 00/100 Dollars
A. P. Cramer

Plate 75. Notice the simplicity of this writing. The best writing is the style that is most easily read and executed.

A. J. Tammar (A. P. Bower)
Matthews
G. B. Moore (M. J. Moore)

By F. B. Moore, Rider College, Trenton, N. J., President E. C. T. A. for the coming year.
 Mr. Moore has found his skill in penmanship a great asset.

*The real teacher is one who uses the text
 book merely as a framework about which
 he weaves his own personality, skill, and
 ability as an instructor.*
 L '22

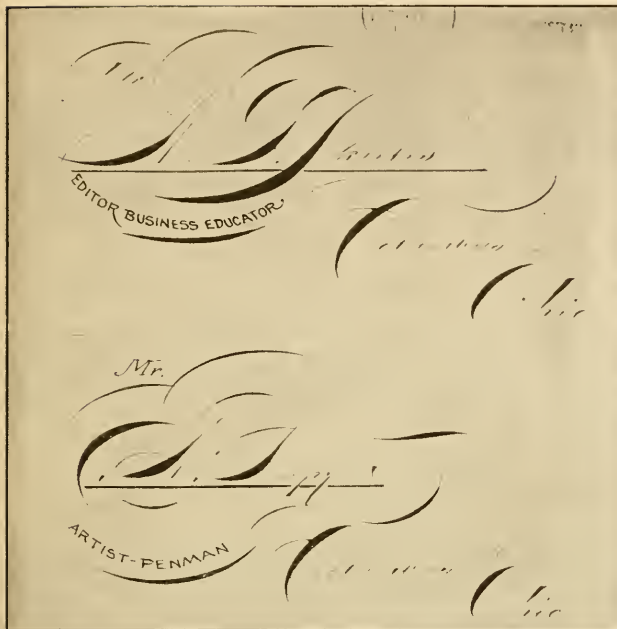
Standard business writing by C. C. Lister, Maxwell Training School for Teachers, Brooklyn, N. Y. Mr. Lister will be one of the instructors in the Zanerian Summer School this coming summer.

The editor made a mistake in the April number and gave another penman credit for writing this fine specimen.



Striking Superscriptions

Examples of the beautiful letters that come to the B. E.



These envelopes bore Christmas greetings from L. M. Kelchner, Seattle, Wash.



Mr. Otero Colmenero, San Juan, Porto Rico, sent a remittance for his advertisement in this one.

Study and practice the fine work now running in the B. E. and you will learn to write. Wonnell, 12, 28, 21.

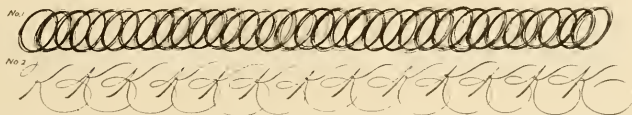
Good business writing by A. M. Wonnell, East High School, Cincinnati, O.



Favorite Lessons of Famous Teachers

No. 5

By H. G. Burtner, Fifth Ave. High School, Pittsburgh, Pa.



In my experience, I have frequently found that it was much easier for the average student to develop a free movement than it was for him to get it under control so that he could write with any degree of accuracy.

Exercise No. 1 will be found very helpful in taming a wild movement. The second oval should extend over to the center of the first oval, and each oval thereafter should touch three points—the base line, the head line, and the preceding oval, with six retraces for each oval.

Exercise No. 2 was quite a favorite when the writer first began to wrestle with curves. For freedom, accuracy and lightness of line you will find it a good one. The stem of the "K" may be slightly stubbed at the base line.

Mills' Masterly Lessons in Business Writing

Here are other exercises applied to letters. The exercises for capital **E** for instance give skill in making the little loop at the right angle. Notice that this loop is at right angles with the main slant of the letter. The groups of letters such as **C** and **E** are excellent

to give skill in stopping the pen at just the right point.

The quality of line in these copies is well worth studying. Notice how light and smooth yet how firm and strong every line is. The letters are graceful but well proportioned, and give the

impression of having been executed by a firm hand, directed by a brain that knew just where the pen was to go.

Free and light movements are essential in penmanship practice, but unless combined with certainty of control they will not produce high class penmanship.

Lanning Summer Germaine L L L

O O O O O O O O O O O O O O O O
O O O O O O O O O O O O O O O O

l l l l l l l l l l l l l l l l

o o o o o o o o o o o o o o o o
o o o o o o o o o o o o o o o o

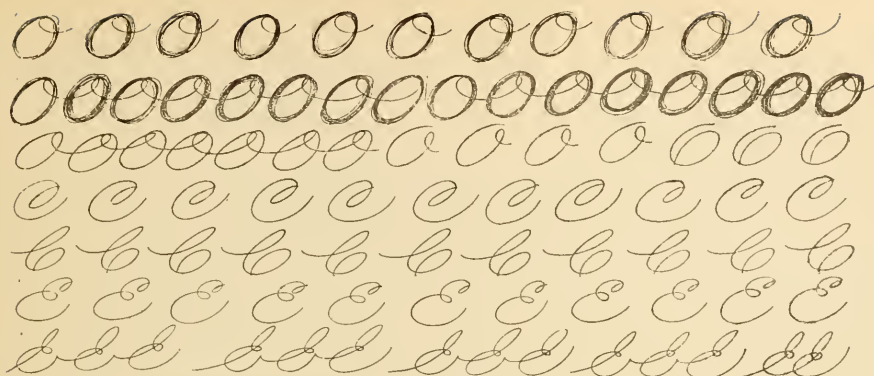
c c c c c c c c c c c c c c c c
c c c c c c c c c c c c c c c c

A. B. C. D. E. F. G. H. I. J. K. L. M. N

O. P. Q. R. S. T. U. V. W. X. Y. Z. & Co.

W Wide spacing as a drill W
W W W W W W W W W W

I will do my very best on every page
that I write. I am bound to succeed.



Chicago, Ill
Feb 6, 1922

Dear Mr. Skeeles:

I am inclosing
an order for 23 student
B.E.s, kindly add that
number to my list and
begin the list with the
Feb no. if possible

It seems that
each month your paper
is more interesting.

Guillard's copies
for Feb. are certainly
live and full of dash

Yours truly,
John Griffith

Rapid business writing—not for engraving—by the man who is preparing the lessons in
business writing for next year. They are fine.

Attend the Zanerian College!
It will pay you financially and
you will receive much joy and
satisfaction from it.

The above was written by Lillian C. Olson, supervisor of writing in the public schools of Wellsville, Ohio. As the work will
testify, Miss Olson writes a very strong business hand. We hope to present more of her work later on.

The Age of Modern Writing

The common belief seems to be that our present day business writing is the result of the inventive genius of certain American penmen. The prevalent notion is, that about a hundred years ago the common handwriting was what we now call Engrosser's Script or Roundhand; that some seventy years ago thoughtful penmen decided to eliminate most shaded strokes and to get more speed by using a combined arm, wrist hand, and finger movement; and that this - let us call it what most people name it - Spencerian style was superseded some thirty years ago by our rapid, lightlines, whole arm (?) movement writing.

It is but natural for man to love praise, even when it isn't deserved; so, perhaps, we shouldn't be too severe in our condemnation of penmen - for they, after all, are human - who, through self love, allow erroneous beliefs to circulate concerning their chirographic labors. But these penmen do deserve some censure.

"The History of the Art of Writing, Chapter Four," contains photographic reproductions of original, lightlines handwriting from fifty to three hundred years old, which belie the above stated erroneous beliefs. These interesting specimens are conclusive proof that what we term modern writing was in use in Europe over a century ago.

L. D. Grisct
2/16/11



Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

WILL BUSINESS COME BACK?

More particularly, will business college enrollments come back to what they were two years ago? They undoubtedly will, just as business in other lines will keep on developing and expanding. It seems plain enough that boom times are over for many years to come, but it is just as plain that we are entering on a period of slowly falling prices, close margins of profit, and gradually expanding business. The next twenty years will probably be lean years for speculators and promoters. They will be poor years for any man who wants to get big pay for little work, but they will be good years for men and women in all situations in life who are willing to give earnest thought and careful attention to doing as well as they know how to do, all the work they can find to do.

Yes, business is coming back, and business colleges will share in this development of prosperity.

Practice What You Teach! Salesmanship, Letter Writing, Business English, Business System.

STUDENTS' BANK ACCOUNTS

A pupil in the public schools of New York City yet in the lower grades has a \$900.00 bank account. This sum represents nickels, dimes, and quarters deposited daily in the School Savings Bank during a period of two years.

Saving banks for school children have been in operation for many years, and thousands of children have accounts, the total deposits running into hundreds of thousands of dollars.

Teachers and parents believe in these School Banks because they teach the child to save, develop habits of thrift, and make him familiar with banking methods. The child who has seen his pennies grow into a substantial sum in a year or two has the best object lesson in the world on the importance of saving small sums.

If saving accounts are important for kindergarten and grade pupils they are more important for business colleges and high school pupils. The older pupils usually have more money to save. They expect in a few months or a few years at most to begin their business career, when they will need capital.

It seems to us that a plan for school savings should be part of the work in every business college and commercial high school. It would afford practical training to the class in banking; it would link up the school with business; and it would provide capital for the young men and women when they were ready to graduate. Perhaps most important of all, it would help to dispel the idea that many pupils have, that school is one thing and business life

is another, the two being entirely different phases of existence and having in common only some rather vague principles which must be learned in school and applied in business. What better service can the school do for its commercial students than to teach them to earn and save their money, and start them out with a few dollars of capital—enough at least to give them confidence in themselves?

Certainly some business colleges must have started school savings banks. Tell us what your school is doing along this line.

We should also like to hear from all schools which plan to introduce such plans next year. If you would like to start such a savings system, but don't know how to do it, let us help you.

If your graduates succeed, it will not be because of what you claim to be or to do, but because of what you do for them.

CREDITS FOR BUSINESS COLLEGE WORK

A. F. Gates, Waterloo Business College, Waterloo, Iowa, as Chairman of the Committee of the National Association of Accredited Commercial Schools, has been working for more than a year on the question of credits for work done in business colleges. A splendid report of this work was made at the St. Louis meeting. We are sorry that we have not found room to publish this report in full. The action described below is the direct result of the work done by Mr. Gates and the other members of the committee. The North Central Association of Colleges and Commercial Schools represents the schools and colleges in eighteen states.

Action taken by the North Central Association of Colleges and Secondary Schools at Chicago, March, 1922

Your committee recommends, therefore,

First, that the North Central Association of Colleges and Secondary Schools approve a policy of inspection for private commercial schools to the end that such schools may be standardized and accredited.

Second, that the accrediting of work in such a school shall be conditioned upon its compliance with all the standards which the North Central Association may set up for this group of schools.

Third, that the North Central Association create a committee for the purposes of investigating the curricula of commercial schools, and recommending standards under which the Association may accredit these schools.

Fourth, that in order to make a beginning, two tentative commercial courses be enumerated and defined as follows:

I. **Shorthand**—Two units or twelve semester hours.

1. For one forty-minute period daily for thirty-six weeks or two forty-min-

ute periods daily for eighteen weeks in the theory of shorthand with a dictation speed of sixty words a minute, one unit or six semester hours' credit.

2. For one forty-minute period daily for thirty-six weeks or two forty-minute periods daily for eighteen weeks of office practice with a dictation speed of one hundred words a minute and a transcribing speed of thirty words a minute, one unit or six semester hours.

II. **Typewriting**—One unit or six semester hours.

1. For one forty-minute period daily for seventy-two weeks or one eighty-minute period daily for thirty-six weeks in typewriting with a net speed of forty words a minute under the International rules, one unit or six semester hours.

III. **Bookkeeping**—Two units or twelve semester hours.

1. For one eighty-minute period daily for thirty-six weeks or one one-hundred-sixty-minute period daily for eighteen weeks in the theory of bookkeeping and accounting including fundamental rules for debits and credits, classification of accounts, journalizing, posting, making trial balances and statements, etc., one unit or six semester hours' credit.

2. For one eighty-minute period daily for thirty-six weeks or one one-hundred-sixty minute period daily for eighteen weeks in the practice of bookkeeping and accounting, including the special applications of bookkeeping to such lines of business as banking, wholesaling, commission merchandising, and retailing, together with the principles of cost accounting, and the analysis of a set of books from the point of view of the accountant, one unit or six semester hours' credit.

NO TALKERS NEEDED

Want'd? Men and women highly developed from the ears up, and from the collar down. Apply in own handwriting.

So deal with your students that they will have a high ideal of business.

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(Professional Edition)

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E. G. Wiese	J. E. Coover



MENTAL MEANDERINGS

By CARL MARSHALL
South Pasadena, California

Get Out Into the Open

Out here in California, the procession of the seasons is mostly a matter of the Almanac. Things outdoors are rather more green in February than in July. The sun gets up late in the morning, and is low down the sky at noon, but here in Frisco, after breakfast, if it does not happen to be sprinkling us with



what, back east, we should call an April shower, I can go out and sit in the warm sunshine on one of the green-painted park benches in Union Square, and feel like it was May on Boston Common, or maybe, June.

But when I stop to think sympathetically, as I often do, about what my good friends may be doing back in the land of icicles, I know that Bro. Gaylord, for instance, is not sitting on one of the boulders out in his "dormick patch" down in Beverly, taking in the fragrance of the magnolias, or watching the ruby-throated humming-birds darting in and out among the tubes of the yellow honeysuckles. More likely he is down in the basement shoveling coal.

But I am not writing this to make your mouths water for the out-of-season delights of our California. I am not entirely sure that, after all, you do not have the best of it, with your winters and springs and summers coming in their proper places. Maybe it is better to have Gentle Spring come along unexpected like and enfold you in her fragrant arms after Old Boreas has been doing his worst, than to have the young lady lolling about you all the time. There is such a thing as having so much of a good thing that one forgets how good a thing it is.

But all this is not really what I set out to write about. I had been thinking about what would be doing outdoors about the time this number of the Educator reaches you. And I wanted to give you teachers, and students too, a hunch not to keep so everlastingly busy with the bookkeeping and arithmetic and writing and shorthand and what not, as to forget to go out and make polite calls at least upon the newly arriving robins and violets and orioles and buttercups.

I think I once set forth in these Meanderings that in all my quarter of a century of bookmaking and book-selling, I never once took a set vacation. "That was mighty silly," I hear you say, "and you should be in the graveyard by good rights."

But listen! There was hardly a week in all that time when I did not put in at least one day out in the fields or woods or along the shore or up on

some mountain, where I could for a few sweet hours forget the sordid things of men and, as the "Good Grey Poet" puts it, "loaf and invite my soul." That I like to think is why I am still out of the graveyard and fairly frisky for an old codger who will pass his seventieth milestone next October. Excuse my getting personal, please, but I can't just at this time when the joys of the outdoors are most worth while resist the impulse to urge you hard-workers of the schoolroom and the office to put an extra ten to your life score, by tearing a leaf out of my book.

After all there is nothing in all the menu of life that is more important or more joy-giving than what a man draws into his soul from the wide outdoors. If you don't see this nothing that I could say or anybody else could say could make you see it. You are hopeless,—just undivorcably wedded to your idols of ledgers and ink-stains and dollar marks.

Out here in the perpetual spring time of California, I find myself, when admonished by the calendar that early May has arrived, wishing that I could take a fairy-carpet, jump back into the hills of Pennsylvania, say, and see the spring breaking out in all its dainty freshness. I recall one particular May morning in Philadelphia when my good friend, President Herrick, of Girard College, himself a rare lover of the outdoors, took me for a three hours' tramp through the Wissahickon, (I'm awfully afraid I've not spelled that right), just as the anemones were sprinkling the woods with their starry snowflakes, and the yellow-capped warblers just arrived from Florida were spying about among the new-born leaves of the maples. Also, I think the orioles were of the company, although I may be mistaken as to this, as it was a little early for these winged pennants of hte spring. The oriole is a favorite bird of mine—almost the favorite bird. He is so frolicsome and friendly, and just about as good a vocalist so far as I can see as the mocker or the brown thrush, even though he does belong with the blackbird and meadow lark choir, rather than with the Royal Opera of the thrushes. I wonder if any of you recall how Edgar Fawcett, the English poet, greeted the oriole the first time they met. Here is the greeting:

"How falls it, Oriole, thou hast come to fly

In Southern splendour through a Northern sky?

In some bythe moment, was it Nature's choice

To dower a scrap of sunset with a voice?

Or did some orange lily, flecked with black,

In a forgotten garden, ages back,
Yearning to Heaven until her voice was heard,

Desire unspcakably to be a bird?

But when a fellow gets to quoting poetry, it is time to look for a place to stop. If these desultory rhapsodies should happily be the means of tolling some of you slaves of the lamp and the roller-top desk out into the open during these haleyn days of the world's annual awakening, it will make me enjoy my own weekly rambles all the better, for I shall know that you belong to my own tribe.

Is Scholarship Passing Out?

Nicholas Murray Butler, President of Columbia University, not long since put forth a most pessimistic pronouncement as to the way the modern college is functioning (or not functioning) in the matter of training for there is mighty little doing in the way prominent, if not great, educator said in effect, that in the modern college broad and sound scholarship. This of education as the term was understood a generation ago. We have largely broken away from the fine and distinctive classicism that was considered indispensable to the education of a gentleman in the days of Thackeray, substituting for it a mass of scientific and vocational technic that, whatever else it may be, is neither cultural nor scholastic.

It has been about thirty years, I think, since an eminent Oxford professor whose name I do not now recall, but he was himself a teacher of Greek as I remember it, said in an address before the Royal Society of England that the basis of education within the next generation would undergo a complete change. That instead of being founded on the ancient languages, history, literature and the other humanities, the coming foundation of education would be, broadly speaking, the control of Nature. That instead of young men giving four or five years of their early life mainly to the study of dead languages and defunct civilizations, they would soon be turning their minds to the facts of science and to the use of the forces of Nature, in enlarging the accomplishments and possibilities of living men and women, with a view to making the world a pleasanter and more comfortable place for all of us to live.

This prediction of the Oxford professor gave the educational world, or at least the scholastic educational world, a sharp shock at the time, and there were not a few eminent classicists to deny vehemently that any such regime could ever come to pass. But I suspect that the Jeremiahs of President Butler, himself a rather pronounced classicist, are mainly occasioned by the coming true of the Oxford professor's prediction. Now if it be true that "sound scholarship" consists chiefly in a familiarity with the ancient classics and belles lettres, it is most evident that scholarship is becoming decadent not only in America, but in most other parts of the world.

(Continued on page 24)



Department of

PUBLIC SCHOOL WRITING

OUTLINES AND SUGGESTIONS FOR TEACHERS AND SUPERVISORS

By H. A. Roush, Wilmington, Del.,
High School

This series will continue through the year, and will cover the work in all grades. Mr. Roush is a skillful penman and an experienced teacher of penmanship. His suggestions for teaching penmanship will, we are sure, be of interest to supervisors and teachers everywhere.

ESSENTIALS OF GOOD WRITING

Form and Arrangement—The same specimens must be evaluated as were used to determine the rating in movement and speed. The classification given below shows the elements to be considered:

1. **Legibility**—Form, Turns, Angles, Retraces, Loops, Slant, Endings, Closings, Spacing.

2. **Appearance**—Size, Alignment, Slant, Spacing, Margins, Neatness, Graculosity, Quality of Line.

Legibility

Form—By this is meant the actual form of the letters, embodying their construction, points of similarity, their distinctive characteristics or differences, and their modifications for joinings in words. Legibility and pleasing appearance (gracefulness) are desirable rather than mere mechanical accuracy. This most important element supplies the pupil with the correct mental picture of the letters and governs all subsequent practice.

Turns—Legibility requires that turns be kept round in order to distinguish them from angles; thus, *n* resembling *u*, *y* resembling *ij*, etc. They should not be made too round or broad, else they will interfere with speed and will become unsightly.

Angles—Angles should be made sharp and distinct from turns. The two lines which form the angle should come to a point, and should be slightly retraced.

Retraces—Retraces differ from angles in that the two lines are retraced, that is, one is made on top of the other a certain distance. Care should be taken that they do not resemble loops; thus a looped *t* resembling *l*, finish of *b* and *w* looped resembling *le* and *ue*. Examples of retraces are found in *d*, *t*, second down strokes of *U* and *Y*, finish of *b*, *v*, *w*, etc.

Loops—Loops should be made open, neither too narrow nor too wide. They should be kept round in the turn and should cross at about one-third of their length. Lower loops should cross on the line of writing. They should be distinguished from retraces or angles; thus, *l*, distinct from *t*, *e* distinct from *i*, etc. Small *e* is distinguished from *l*

by size.) Other examples of loops are found in *l*, *h*, *q*, *y*, *J*, *Z*, etc.

Slant—Excessive slant is a common cause of illegibility in writing. It generally causes upper and lower turns, and frequently loops, to become angular or sharp. It is, therefore, closely related to turns and angles.

Endings—Letters should be finished carefully. The ending strokes in words should be made upward. Such letters as *b*, *o*, *v* and *w* should be slightly retraced and finished high. This is necessary to distinguish *o* from *a*, *w* from *ui*, etc.

Closing—Certain ovals and loops should be closed; such as the ovals in *a*, *d*, *g*, *o*, *p*, *q*, *s* and the loops in *f* and *o*. Many close the ovals in *A*, *D* and *O*.

Spacing—The spacing between letters in a word should be wider than the spacing between the parts of a letter; and the spacing between words should be wider than between letters. Combinations like *ui* and *iu* should be distinct. The joinings of *nj* and *hj* should never resemble *y*. (A misplaced dot can easily cause confusion.) Words which are written too closely together are read with difficulty. Spaces between sentences should be wider than between words.

Appearance

Size—Writing should be neither too large nor too small. A nice size for writing on paper ruled three-eighths of an inch between the lines is to make the small or minimum letters *i*, *u*, *m*, etc., one-third or one-fourth of the distance between the line, the letters *t*, *d* and *p* twice that height, and the upper loop and capital letters about three times the height of the small letter. Many prefer to have the lower loops extend downward half way between the lines. When this is done the height of the small letters should be one-fourth of the distance between the ruled lines. The *r* and *s* are made a little higher than the other small letters. Writing which is extremely small is difficult to read. Uniformity in size is a most essential point.

Alignment—This quality in writing, while somewhat related to uniformity in size of writing, implies even more. The letters must rest on the line, the different parts of the same letter must be level on top, (this applies chiefly to the small letters, *m*, *n*, *u*, etc.), while the different letters of the same size must be uniform in height. A good test is to draw a straight line on the tops of the letters to see if all of them touch it evenly.

Many a school has been hurt by the "bad spell" of a stenographer, and others have been "strung by a poor adder" from their bookkeeping department.

AN APPRECIATION OF "THE HISTORY OF THE ART OF WRITING"

By G. D. Grisct, Evanston, Ill.

In the Reference Room of the Evans-ton Public Library, Evanston, Illinois, is a "History of the Art of Writing" in four portfolios. The four portfolios contain about four hundred and six sheets of paper, fifteen by twenty-four inches in size. Half of these sheets contain photographic reproductions (some in colors) of writing, illuminations, inscriptions, etc., dating from the oldest known specimens of written language to autographed letters of Dickens, Eliot, Longfellow, and others. Each plate is accompanied by a page of descriptive and explanatory matter. This "History" offers a most interesting study to the student of handwriting.

Although the Oriental, Classical and Medieval folios contain many specimens of intense interest to illuminators and students of history, it is the Modern folio that captivates the penmanship enthusiast most. This "Modern Series" group of manuscripts is headed, "Illuminated MSS. of the Orient and Autograph Writings of Modern Europe." The first chapter, which deals with the illuminated Oriental manuscripts, contains plates with such titles as "Poetical Biography (In Persian) of Shaikh Abdu'l-Kadir Jilani" and "Arabic Gospels." These manuscripts are of surpassing beauty. The colors are rich, the designs are severely conventionalized; in fact, they surpass, in every way, the best present day illuminating. They are examples of great artistic skill, as well as of the infinite patience of their creators. To the penman, these lovely manuscripts mean less than they do to the engrosser, for they do not represent the cursive hand of their day. They are examples of the book-hand then in use—to be compared with the illuminating of today rather than with our business handwriting.

Chapters Three, Four, Five and Six of this same Series, which show respectively reproductions of the cursive handwriting of the 16th, 17th, 18th and 19th centuries, will open the eyes of the average American penmanship teacher to the fact that many of his beliefs concerning the history and progress of our modern light-line writing are all wrong.

His theory that our present day light-line evolved, a century or so ago, from roundhand, will be sadly shattered when he turns to Plate 169 and observes that in 1609, Galileo Galilei, who was then occupying the chair of mathematics at the University of Padua, wrote a free, nervous, light-line hand. He will be further disillusioned when he turns to Plate 175, containing a reproduction of two pages of John Locke's original diary and notebook which was written in 1679. The lines are light, while the letters and figures are modern in every respect. Plate 178 will eradicate his light-line theory, for it shows a letter of Sir Isaac Newton's, dated 1682, and evidently written with

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TEACHING TYPEWRITING

THE KINAESTHETIC METHOD OF LEARNING TYPING*

By E. G. WIESE, Portland
J. E. COOVER, Stanford University

When students in one business college learn to write on the typewriter so well that in June, 1921, two of them won typewriters by writing sixty words a minute for fifteen minutes without error, and then in January, 1922, four more students from the same school won typewriters by equalling this record, other teachers will be interested in knowing how they are taught. This is the record of Belnke-Walker Business College, Portland, Oregon. An account of the last contest was published on the "B. E. Star" page of our March number.

Mr. E. G. Wiese, of the above school, writes us of some other notable records made by students in this school.

One young lady fifteen years of age within three months and ten days after entering the school won the Remington Gold Medal by writing fifty-five words per minute net. In the Portland Business Show held in September, 1921, one student made a record of eighty words a minute, one seventy-nine and one sixty-eight. From the same copy in the Chicago typewriting contest the best record was sixty-eight words a minute.

A brief account of the method followed in training these typists is given below. We believe typewriting teachers generally will be interested in reading how these students were trained to make these quite remarkable records.

The unusual rate in developing facility and accuracy in the typing performance by the Kinaesthetic Method is dependent upon the special characteristic of this method. These in turn grew out of researches on the learning process in the laboratory of experimental psychology. So one may say, briefly, that the unusual skill exhibited by these pupils resulted from a strictly psychological method of training.

Now, when the pupil looks at a letter and makes a finger-movement that types the letter, he is engaged in the process of "reaction to a visual stimulus,"—and the Reaction-Time experiment has for years been a standard device in the psychological laboratory for the study of mental processes that are introduced, in varying grades of complexity, between stimulus and response. So the surprising thing is not that pupils of typing make unusual progress when trained by a psychological method, but rather that methods of teaching typing have so long ignored the advantages to be derived from a knowledge of the work in the laboratories of experimental psychology.

A considerable part of the explanation, no doubt, is that the work in the laboratory is usually technical, as practically all fruitful scientific work must be, and not readily understood or interpreted by the layman. But if an appreciable amount of time and labor can be saved to thousands of pupils, and if their finished performances can be raised to a sensibly higher order of skill, by the application of principles contributed by such technical work, it would seem that somebody ought to undergo the training, however long and arduous, essential to understanding and appropriating the psychological knowledge for the typing fraternity. At least, the authors felt this obligation, and one of them, who began his training in the psychological laboratory in 1896, has been conducting researches in typing in his laboratory since 1915, and in methods of perfecting instruction in it since 1916, when the Kinaesthetic Method was first used. Five years of

trial, revision, and testing both in and out of the laboratory, have brought the instruction to the form followed by these pupils whose records have challenged attention.

The Kinaesthetic Method is not mysterious; it is simple and direct. It brushes away with a ruthless hand some of the cherished devices that tradition still preserves although not disrespectfully, for they have served typists well — as well as such devices could.

It eliminates the keyboard-chart, and it seeks to spare the pupil the memory of how the letter-arrangement looks. No visual imagery of the letters, of their locations, or of their spatial relations to each other is desired, for the control of the fingers must be purely kinaesthetic (kin, movement; aesthesis, feeling of). The stroke of the finger is known by the feel of the stroke, the sensory impulses coming from the actuating muscles and tendons, the moving joints, the contact of the skin with the key, etc. Suppose it is dark: The typist knows by this means what finger made the stroke, whether it was a stroke to a home-position or to a reach-position, whether it actuated a key; he can review in mental imagery (kinaesthetic and actual, not visual, we insist) that finger-stroke, and he can repeat it under pure kinaesthetic guidance. This is the simplest and most direct form of the reaction in the psycho-motor process involved in typing, and preserve it from the earlier coordination: (1) The visual stimulus (the seen letter), and (2) the feel of the finger-stroke that energizes the finger. The traditional form is: (1) visual stimulus, (2) visual imagery of the location of the key, (3) energizing the finger,—it is a third longer; besides, the visual representation of the letter on the keyboard hampers copy-getting by dividing the task of the visual organs. (It may not be generally known that visual imagery interferes with visual perception.) But it is one thing to adopt the principle of the two-element coordination for typing, and quite another thing to devise the technique that will enforce it in the training,

and preserve it from the earlier stages, when the coordination is a mental association, to the later stages when it is a psychical colligation and the psycho-motor process has become automatized. The scope of this article does not permit amplification on this technique. We can only detail the critical characteristics of the method by which these pupils were trained.

Another elimination is the Budget. This was made necessary by the adoption of the psychological principle that the early stages of practice must lead as directly as possible to expert performance; no habits that are bad for expert performance must be built up in the earlier practice through the adoption of devices of drill that seem to be best adapted for the early practice. A fairly exhaustive analysis of expert performance (made in our researches in the psychological laboratory) revealed what good form for expert performance is, and what elements in the expert performance were incompatible with it; some of these elements that all the special training of the experts had not been able to banish completely were readily identified as vestiges of habits acquired in learning. (Here is where visual imagery of the keyboard was found to hamper copy-getting, although performance had long since become automatic.)

Accepting this good form in expert performance as a goal, the elimination of devices of drill in learning that left their ghosts to haunt the expert, was not only reasonable and psychological, but it promised a higher final skill in the expert who could thus elude the malevolent spooks. Now, good form demands fair, regular, continuous process, unmarred by spurts, balks, gropings, fluster, flurry, confusion, and vexation. Anything that destroys the smooth operation of the drive, the will-to-skill, the keen but gratifying mental control of the whole performance, is a first-class enemy to good form,—and the paralyzing fear of making an error while writing a budget qualifies for that position. Fear paralyzes action. Fear of making an error induces groping, balks, spurts, flurry, errors, consternation; sends Good Form away on a long vacation. Fear of an error also induces the anxious pupil to look at his keyboard, when the teacher's back is turned, for he is fully convinced that he will never get past that budget by "touch" alone. He certainly would flee from kinaesthesia to keyboard-charts to get the assistance of visual imagery, in his dire necessity for an absolutely accurate copy, and his doom would be sealed; thereafter only ordinary progress for him!

What is needed is good training that results in accurate performance—performance in GOOD FORM; not the ACCURATE performance of a pupil who cannot type at all, whose performance is not now, and can never lead to, GOOD FORM.

Consequently, every detail in the early training is arranged for its direct contribution to the good form of expert

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* Copyright 1922 by E. G. Wiese and J. E. Coover.



Advertising a Business College

By HARRY S. BASFORD.

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 5. Prospects and Inquiries

Business college advertising, in its broadest sense, includes all publicity and other work done to secure prospective and enrolled students. The point I wish to make is that advertising and salesmanship are so closely related in conducting a commercial school that it is almost impossible to separate one from the other. A personally dictated letter to a prospective student is salesmanship, but in a larger sense it is also advertising. Even a school letterhead is advertising, and may often be an important factor in producing results. The most forceful sales letter, for example, would undoubtedly fail if written upon a letterhead so unattractive as to offset the potential advantage of the letter.

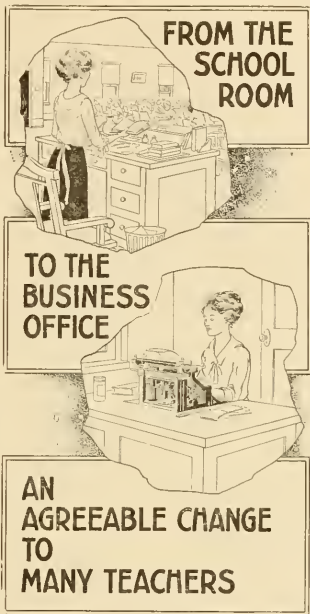
Preliminary school advertising is done to secure names of young people who might be considered as prospective students, and inquiries in the form of letters and office calls from others who are already interested in a commercial course. The school man who secures a large number of inquiries and prospects has only started his advertising campaign, and it requires the very best advertising and salesmanship efforts to turn a satisfactory percentage of these inquiries which might be numbered the active and passive inquiries, into enrollment or paid scholarships.

The follow-up system of sending piece after piece of advertising to prospects in accordance with a well defined plan, is particularly adapted to business college publicity. Prospects may be slow in responding to your most enthusiastic efforts, but keeping everlastingly at it brings success in this line as in all others. The essential thing is to continue to bombard your list of prospects with attractive and interesting matter about the school, so that they may be induced not only to take a commercial course, but to enroll at your school.

Many and various are the kinds of advertising which have been used to lure the prospect into enrolling. Folders, mailing cards, booklets, school papers and magazines, blotters and calendars are among some of the forms used with more or less success to accomplish this prospect.

Obviously the appeal to one class of prospects such as high school graduates for example, must be entirely different from advertising sent to prospects such as public school teachers. Some advertising matter describing the school would be applicable to all prospects but, like a personal letter, the most effective is that which appeals to the particular interests of the class addressed.

To illustrate this point, look at the reproduction here shown of the title page of a mailing card that was sent to a good many teachers this spring,



Title page of a new folding mailing card that a number of schools sent to public school teachers this spring. The reading matter was specially adapted to interest teachers in a commercial course to prepare for office positions and a return postcard made it easy for teachers to reply, asking for detailed information.

by schools in different parts of the country. The reading matter on the inside of this card was as follows, which, with a return inquiry post card addressed to the school made a very complete piece of publicity for these prospects:

LOOKING INTO THE FUTURE

With the end of the school year near at hand, you are probably tiring from the strain and hard work of your occu-

pation and perhaps you are considering the possibility of giving up teaching for a more agreeable position.

You can make the change from the school room to a position in a business office quite easily by taking a commercial course that is built on your present education.

A few of the positions in which teachers are usually successful are: stenographer, secretary, bookkeeper, auditor or accountant, department manager or other executive and commercial teacher in public and private schools.

Office Work is Attractive

Office positions are especially attractive to teachers because they offer a full year of employment with good salaries and excellent prospects for advancement. The office employee is also relieved of the strain of maintaining discipline, which is nerve-racking to so many teachers.

The successful teacher usually succeeds in an office position because the experience of teaching develops initiative and other qualities which are highly appreciated and well paid for in business.

Commercial Teacher Positions

Commercial subjects such as shorthand, typewriting, bookkeeping, etc., are now taught in many public schools, and there is an increasing demand for teachers of these subjects in both public and private schools. The work of the commercial teacher is usually easier than teaching in the grades because the students are older and more sincere in their studies. Better salaries are also generally paid than for other teaching positions.

Teachers Qualify Quickly

Because of their previous training and experience, teachers are usually able to complete a course more quickly than other students. Many teachers enroll with us each year in the spring or early summer and courses are arranged which avoid going over subjects in which they are already proficient.

If you enroll soon you may be able to take a new position next fall or winter. Whenever you finish, we will help you secure a position to your liking and if you are even remotely considering a change of occupation, it is to your own best interests that you fill out and mail the attached card to us now. It will bring you all the information that you need to decide such a momentous question wisely.

Name and address of the school was printed here.

TEACHERS' INQUIRY CARD

If you will kindly check the subjects that interest you and mail this card to us, we will be glad to send you our catalog and special information requested.

Bookkeeping Shorthand.....
Penmanship Typewriting.....
English Spelling.....
Course for Office Position
Course for Commercial Teacher Position.....
I could possibly enroll about.....
My school closes.....
Other information desired.....
Name
Address



SPECIALIZED TRAINING
pays the best salaries

**NAME AND ADDRESS OF YOUR
SCHOOL PRINTED HERE**

To YOU

Young Man or Woman:

A girl came into our office yesterday. She had graduated from High School and was a leader in her set. She came from one of the best families, could make the best fudge you ever tasted and was talented in other ways.

But she could not get a position. Her writing was poor and she knew nothing of the work in a business office. Whenever she applied for a place, a few questions showed that she was absolutely unfitted for the work.

On that same day, a young girl 17 years old was just leaving our school, after completing a course in Short-hand, Typewriting and Bookkeeping. She had only a grammar school education when she started last year. She was saying 'Good bye' to her schoolmates and teachers and telling them that she was going to her first business position at a salary of \$15 a week.

Perhaps you are in very nearly the same position as the first student. You lack the practical, specialized training that is required to fill an office position.

If you know that you lack this training, don't waste a single day. Make your start for a practical education that pays a good salary. It will not take much time nor money. The education you now have will help you to advance rapidly. You can qualify for a business position much sooner than for the professions.

Office work is pleasant and well paid. There are wonderful chances for advancement in business. Even as a beginner, you can expect a better salary than the expert of a few years ago. This school will train you thoroughly and well, help you make the most of your time while here and when you have completed your course, we will help you get a position to your liking. Fill out the corner coupon and mail it TODAY. It may be the turning point in your life. Act Now.

Very truly yours,

NAME OF YOUR SCHOOL

Reduced sample of an illustrated form letter, printed in red and black ink in which the name and address of the school is imprinted in the top panel. The long arrow was printed in red, making an attractive piece of advertising.

Next to the opening of the fall term, in early September, May and June are favored months for sending out advertising, particularly to the two classes of prospects mentioned, public school teachers and public school students. The school that has a summer session and perhaps also correspondence courses, but an excellent opportunity to stress these points, by suggesting various combinations of study to those who wish to do part of their school work at home or to enroll for the summer school and thus get an early start in the fall.

I am a great believer in personally dictated letters. They can be made to have a value far above any printed matter or form letters, although it is equally true that a poorly written personal letter would not be as effective as good printed matter. In carrying out a follow-up campaign, one or two personally dictated letters will usually be most effective in securing the desired enrollment.

In so far as possible it usually pays to continue to follow up a prospect for at least a year. Some schools keep names on their list for two or three years, but as the prospects are continually growing older and becoming more settled in their plans and may vary likely change their addresses, it is extremely doubtful if advertising after twelve months can be made profitable.

In all advertising directed to inquirers or just prospects, the main point to keep in mind is to appeal to the prospect along lines most likely to be accepted. The line of least resistance, it has been called, and everyone can be most easily influenced along this line. Of course the prospect must supply the information as to which line is to be followed.

The second salient point is to make the school appear as a real live institution in which the ambition of students to learn and advance themselves is fully satisfied. The work of following up a list of prospects is intensely interesting

and fascinating, especially when one can see results increasing from day to day. The work is worthy of one's best efforts, and in engaging others to help you in this department experience and ability on the part of the assistant will be highly valued by the appreciative employer.

The illustrated letter reproduced with this article shows the class of advertising most likely to appeal to high school or grammar school graduates and students. Such advertising is usually mailed out at about the end of the school year and many new students are recruited from the ranks of public school students each year.

Boost your school. The greater it becomes, the more honor in being a graduate.

J. G. Dunsmore, founder of Dunsmore Business College, Staunton, Virginia, and for many years its president, died March 24, aged 74. He retired only last August from his work in the school which is conducted now by Morris M. Edgar and John R. Eye.

Like many of the people of his mountain section, Mr. Dunsmore was of Scotch-Irish Presbyterian stock. His youth was spent on his father's farm in Monroe County, Va., where he did the manual labor that falls to the lot of the average country lad. He was educated at Rocky Point academy at Sinks Grove; and afterwards attended the Eastman National Business college at Poughkeepsie, New York, where he graduated in 1871, with the degree of Master of Accounts. He also holds the post-graduate degree of Fellow of the Institute of Accounts, New York City, which was conferred on him in April, 1896.

Mr. Dunsmore's active work in life was begun as an assistant teacher at Sinks Grove in 1868. His parents were opposed to his making a profession of teaching; but his own inclination and preference lay in that direction, and so he wisely determined to make it his life-work. He taught from 1868 to 1871 in the public schools of Monroe County; and after graduating at the Eastman Business College, he returned to his native home, Sinks Grove, took charge of the Rocky Point Academy and conducted it with marked ability and success until the spring of 1880, when he went to Staunton, where he was connected with the Hoover select high school for two years. In the summer of 1882, he severed his connection with the high school and established the Dunsmore Business College, a strictly commercial school, which he owned and conducted with signal ability and success.

It will be seen that this is one of the oldest Business Colleges in the United States. Mr. Dunsmore belonged to the generation of the Spencers, Soules and other pioneers who have made commercial education what it is today.

Of what avail is a stirring tale in the muddled brain of a man insane? Teach your students to tell what they know—and to spell it.



Commercial Contests in Idaho

By MRS. LESETTA L. ERICKSON,
State Supervisor for Commerce

Idaho is one of the few states in the Union that has a State Supervisor for Commerce, under the direction of the State Board for Vocational Education. Miss Erickson is promoting the contests described in the following article. We are glad to give some space to this, as we are sure it will offer some valuable suggestions to teachers in other states as to how they can secure better results. The description of the material for the contests and the rules for grading are omitted for lack of space. Any one interested can secure these from Miss Erickson, Boise, Idaho.

CONTESTS IN COMMERCIAL SUBJECTS IN IDAHO HIGH SCHOOLS THEIR VALUE AND ORGANIZATION

In Idaho we have felt contests in the commercial subjects between the various high schools to be of sufficient importance to include them as an item in our program for the state supervision of this work. We believe the benefits to be derived from such contests invaluable and far-reaching; they provide a certain kind and brand of stimulus that is difficult to describe. The psychology of contests, moreover, has long been conceded to be one worthy of exploitation; for it develops the trainer as well as the one being trained. In order to "beat the other fellow" the trainer will inquire into methods other than his own, for instance; when he knows what his competitors can do, he naturally makes his requirements just a little higher. And so it goes—the goal is definite and it becomes increasingly more difficult to attain; standards change and comparisons, etc. show us that much more is accomplished than was accomplished several years ago. Think, if you please, how much the simple matter of contests in typewriting and shorthand has influenced our progress onward and upward!

It has seemed best, at least for the present, to organize these contests within the six teachers' institute districts, comprising the forty-four counties, as designated by the State Board of Education. At the various institute meetings separate sections for the teachers of commercial subjects had been arranged for a discussion of their particular problems and in each district an association was formed, the officers of which are to act as an executive committee for the management of the contest within the district. Officers for the six commercial teachers' association were chosen as follows:

North Idaho Commercial Teachers' Association

Ida B. Marsh, Coeur d'Alene, President and Chairman of Executive Committee.

Fred E. Berquist, Sandpoint, Vice-President.

L. E. Laidlaw, Wallace, Secretary.
Ethel Brackin, Bonners Ferry, Treasurer.

North Central Commercial Teachers' Association

T. L. Coultas, Lewistown, President and Chairman of Executive Committee.

(Commercial Teacher) Clarkston, Washington,* Vice-President

Frank Thomas, Genesee, Secretary.

Marion Dirks, Kendrick, Treasurer.

South Central Idaho Commercial Teachers' Association

Olive Gunderson, Shoshone, President and Chairman of Executive Committee.

E. R. Byrne, Buhl, Vice-President.

A. Beulah Halle, Twin Falls, Secretary-Treasurer.

Eastern Idaho Commercial Teachers' Association

Beulah Potts, Idaho Falls, President and Chairman of Executive Committee.

Mrs. Idaho Ternan, Sugar City, Vice-President.

G. G. McCuiston, Rigby, Secretary.

Annie Cooper, St. Anthony, Treasurer.

Southwestern Idaho Commercial Teachers' Association

Grace Herre, Nampa, President and Chairman of Executive Committee.

Mrs. Mame L. Hand, Meridian, Vice-President.

Vera Hill, Boise, Secretary-Treasurer.

Southeastern Idaho Commercial Teachers' Association

Carolyn Overstreet, Blackfoot, President and Chairman of Executive Committee.

Doan Hogue, Pocatello, Vice-President.

Ida M. Edwards, Arco, Secretary.

Aluta Larsen, American Falls, Treasurer.

*Across the river from Lewistown and included in the North Central district.

While we do not have a state association of commercial teachers organized as such, we do have these six district organizations, which in effect, at least, is substantially the same. A state association would not function on account of the difficult topography of the state; to get from the northern to the southern part of the state, a circuitous route through the states of Oregon and Washington is necessary. The forty-seven high schools over the state which offer the commercial work will meet at the most central location in each district in the late spring and contest for the honors in

their district. The northern counties have decided to have their contest at the time of the Inland Empire Teachers' Association meeting in Spokane. The contest in the south central district will be held at Twin Falls the last Friday in April; the southeastern district at Pocatello the first Friday in May; the eastern section at Rigby, the time to be determined later; the southwestern at Boise between April 20th and May 10th; and the north central contest will, in all probability, be held at Lewistown, although plans for this district have not been definitely made.

The Department feels that much good will come from the promotion of these district contests in the commercial subjects. They should, in time, gather sufficient momentum to bring about a state-wide contest such as we now have in some of the extra-curricular activities.

Several teachers are ambitious for a state contest this year. In view of the fact, however, that only two of the districts have ever taken part in a contest of this kind before and the more serious consideration of the difficulties involved topographically in financing a contest of such scope even under normal conditions—the majority of the districts are having to curtail every possible expense—conditions are not favorable to a state-wide contest at this time. In fairness to all concerned, it would have to include every high school offering the commercial work, elimination to come through the district contests, and we know that for this year, at least, the pro rata expenses of the four winners from each district to a central point in the state could not be afforded by the majority of the schools taking part.

Something that will extend even beyond a state contest in the commercial subjects—a State Business Show—of which the contest would be but a feature, is our hope for the future. We have laid the foundation stones for such an undertaking in these district contests.

In this matter of contests and the whole contest spirit one is reminded of the Pharisees for "that they may be seen of men—verily they have their reward." Although far removed from them in years, we still react quickly and definitely to what others may think about us; we know that opinion is more sure to be a good one if the "prize," so-called, has been ours.

Mr. F. C. Andrews, President of the Cambridge, Ohio, Business College, issues a catalogue showing pictures of college building, the various offices, and graduates who are making good in business.

Mention in this catalogue is made of their penmanship department, where the Zaner Method is used. Students who have secured the Zaner Method high school or business college diploma are given credit for the work in penmanship.



MARSHALL

(Continued from page 18)

There is probably not an important college or university on the face of the earth where more than a small fraction of the students are devoting themselves to classical culture. Practically all of them are going in for something more important to the world.

But are we obliged to regard scholarship as something mainly pertaining to the humanities, so-called? The latest Webster says that a scholar is "a learned person; one versed in one branch, or in many branches of knowledge; a person of thorough literary or scientific attainments." That is broad enough to include any good all-round scientist, even though he should not know a syllable of Greek or had but a bowing acquaintance with the writings of Homer or Horace. Of course a mere laboratory technician could not be considered a scholar in the wider sense; and, per contra, neither should a man in these times who knows little else than the perplexing intricacies of the Greek or Latin languages. It is not the field but the extent of a man's knowledge that makes him a sound scholar.

But President Butler is doubtless right in this: that the average modern college student is not so good a student as his grandfather, even though he has a wider field to work in. At most colleges there are too many distracting diversions, not to say dissipations, for any young man or woman to become a sound scholar, unless endowed with unusual brains or mettle. But that is not a thing to be blamed onto the students. It is rather the fault of the colleges and those who run them.

And that is a fact for President Butler and the other university and college presidents to put into their pipes and smoke thoughtfully and prayerfully.

"Wisdom is more precious than rubies," and therefore students can afford to pay a high tuition—if you are teaching them wisdom.

GRISSET

(Continued from page 19)

combined movement, in a neat, rapid, light-line hand.

If he imagines that the vertical fall of thirty years ago was something new, he will change his mind when he looks at Plates 180 and 181; for they prove beyond a doubt that Swift, in 1729, and Samuel Johnson in 1749, both wrote rapid, nervous, light-line, vertical hands.

Nor will he longer maintain that the arm movement system of writing is an American invention of the middle of the last century, after he has closely studied Plate 193. He will then know that Lord Byron wrote our present day light-line arm movement hand in 1812.

A careful perusal of the plates in this "History" leads me to believe that most of the prevailing notions concerning the evolution of writing were formed upon insufficient evidence. Some are false because the student mistook the book-hand (the engrosser's style) for the cursive. He went back

to the oldest manuscripts and concluded that because they were the oldest therefore they illustrated the cursive hand of that day. As a matter of fact there was probably as much difference between them and the then prevailing cursive hand as there is between a specimen of Mr. Baird's perfect broad-point style and the handwriting of the average banker.

I am convinced that no penman of the last two hundred and fifty years has invented, devised, or discovered any new letter, movement, slant, or manner of long hand writing.

If commonsense cannot be taught, at least it can be caught. See that your students are "exposed" to it.

TYPEWRITING

(Continued from page 20)

performance; and before the psychomotor coordinations become automatized the attention of the pupil is carefully directed upon just those parts of his performance that at the time are most in need of specific drill. This provision is incorporated in the Daily Practice Routine and is presented to each pupil automatically, and is made possible by a degree of analysis into which the day's work falls when the required records of facility and accuracy are calculated; the errors are used to direct this special practice. This is economical, besides being psychological, for each pupil gets the special drill that he himself needs, at the time he needs it. His errors are as personal as his hand-shake, and they provide a copy more necessary for him than any that could be written in a book. Thus, every pupil takes special drill every day, but from the copy his personal need requires, copy that may not be duplicated in the room or in the year.

Other eliminations there are, too numerous to specify, made necessary by the principle of good form, and they may perhaps be guessed while this principle is held before the mind. Two more may be mentioned, just to suggest others: (1) Useless movement-routine, and (2) useless copy drills.

(1) Good Form in the expert typist demands complete concentration of his mind on the matter in hand — typing from copy. Now, the pupil who types asdfgh; lkjh, etc., line by line is not typing, after the first few strokes; he lapses into a movement-routine that may be good for strengthening muscles, but is not even contributory to good form in the finger-movement required in typing. Besides doing the useless drill, he is taking practice in inattention. His mind is active, and when relieved by the mechanical routine flies off to the girl, the date, the movies. Poor form for an expert typist! Every stroke our pupils make is a writing stroke.

(2) It is quite common to compile from Eldridge or Knowles or Ayres a list of the most frequent words, and to work them skillfully into exercises so as to make sure the pupil gets sufficient practice on them. Now, we eliminate all such approximations to requi-

site drill on words. Our pupils get drill on the words in nice proportion to their frequency because they drill exclusively on English text. Moreover, their practice on words in their customary connection with other words develops the facility the expert uses.

Besides the analysis of performance provided by the daily routine, other analyses are made from time to time by the use of Special Tests. These make a more thorough analysis of the typing performance by segregating, and measuring capacity in, the various elements of technique and control. These tests are taken by a whole class at the same time, and the defects in the work of the individual pupil are found by comparing his part-scores with the corresponding median scores of his class. The pupil then directs his attention more fully to these elements while he follows his customary daily routine practice.

Accurate records of both factors in typing skill are made daily and practice curves posted, so that definite knowledge of progress is constantly available.

You can't build the second story of a building first. See that your students have the foundation before they get into the advanced department.

P. E. Gleason, C. P. A., of the Scovell Wellington & Company staff, is a new commercial teacher in the Bryant & Stratton School, Boston.

Lillian A. Bussian, of Argonne, Wis., has recently accepted a position as commercial teacher at the Sheboygan Business College, Sheboygan, Wis.

B. C. Bacon, recently with the Albany, N. Y., Business College, is a new commercial teacher in the English High School, Providence, R. I.

S. E. McConnell, for some years with the Bethlehem Business College, Bethlehem, Pa., has recently been chosen to teach commercial work in the Wilkes-Barre, Pa., High School.

Miss Lucy DeWolfe, of Oak Park, Ill., is a new penmanship teacher in the West High School, Milwaukee.

Clair F. Bee, of Mansfield, Ohio, is a new commercial teacher in the Troy, N. Y., Business College.

The Port Huron Business University was purchased from Mr. W. A. Turner on January 10th of this year by Mr. L. L. Kerney, who was a Zanerian student in 1916. Mrs. Kerney attended the Zanerian the same year. Just six weeks after Mr. Kerney had taken charge, the Baer Block in which the school was located was completely destroyed by fire. A new location was secured immediately, new equipment ordered and just two weeks from the day of the fire, the school opened again on the third floor of the Bush Block. The new location is much more prominent than the old one and an added attraction is splendid elevator service. The school is equipped with modern individual flat-topped office desks; also the latest model of typewriter.



Bookkeeping Philosophy

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PRINCIPLES OF BOOKKEEPING LEDGER ACCOUNTS

The development of the principles of bookkeeping is continued from the article published in the April number.

This is only the barest outline of a course such as would be given to students. Many more examples should be worked out, and more complete explanations given. Probably the outline shown here should serve as the basis for a month's work.

The next step in the development of Bookkeeping is to show the purpose and form of Ledger Accounts.

After the students have done the work suggested in the April installment (and have worked out several other lists of transactions of a similar character) their attention is called to the fact that the items naturally group themselves under certain headings. For instance, certain items were added to give the amount of "Merchandise Purchased," and others are combined to give the amount of "Cash Received," "Goods sold on account to Henry Smith," and so on.

"These items of fact for the most part group themselves in pairs. For instance, we have Merchandise Purchased and Merchandise Sold, Cash Received and Cash Paid Out, Bought from Black & Blue on Account and Paid to Black & Blue on Account. In most instances it is important that we know the difference between the two sides of the account, or the 'Balance.'

"A **Ledger Account** is an arrangement of items to show a pair of facts, related to each other. These pairs may be designated by a single heading, the particular fact shown by each side of the account being known because certain rules are followed in placing the items on one side or the other.

"**Ledger Accounts** are kept in the **Ledger**. Here is a sheet of ledger paper, showing a ruling often used. (Showing a sheet to the class.) You will see that this sheet has two sides each exactly like the other. Each side has a money column and columns used for dates and other explanatory items.

"Let us first arrange the facts we have learned about the business in pairs, corresponding to the ledger accounts."

(As the items are named, write them on the board, arranging debits on the left side and credits on the right side. The completed list will be as follows:)

Cash Received	Cash Paid
Merchandise Bought	Merchandise Sold
Paid to Black & Blue on account	Bought from Black & Blue on account
Sold to Henry Smith on account	Received from Henry Smith on account
Sold to Arthur Adams on account	Received from Arthur Adams on account
Expense	Investment of John Merchant

"The names of the accounts in the ledger are taken from the list of facts to be shown, as given above. Usually the name by which the account is known is the word or words that are repeated in naming the two facts. For example, the two facts about Cash Received and Cash Paid are shown in the account named **Cash**. The next two facts are shown in the account named **Merchandise**. The next two facts are shown in the account named **Black & Blue**; and so on."

(Give each student a sheet of ledger paper, and have them open accounts needed for the transactions they have been studying.)

"The first account the merchant finds it necessary to keep is an account with persons to whom he sells on credit. What was the first such transaction in this list?" (The sale to Henry Smith.)

"And on which side of the account with Henry Smith would this first entry naturally be made?" (On the left-hand side.)

"This is the rule followed by all bookkeepers. It may be stated thus: 'The amount of goods sold on credit is placed on the left side of the ledger account with the debtor,' or, as the bookkeeper would say, 'Debit persons when we sell them on account.'

"Now we found several days ago that each transaction gives rise to two facts. What was the other fact regarding this sale on credit to Mr. Smith?" (The amount of Merchandise Sold.)

"In placing this amount to the Merchandise Account we will follow the second rule of bookkeeping, 'The two facts arising from each transaction are shown on opposite sides of two separate accounts.' Since we placed this first item on the left-hand side of the account with Henry Smith, on which side of the account with Merchandise shall we place the amount of sales?" (The right-hand side.)

Continue the drill until the student has discovered the rules for debiting and crediting all the accounts given. Then have him work out the facts from other similar transactions. The general rules for Debit and Credit should be developed later by the students.

Notes

If the teacher prefers to start with the Cash Account instead of the Personal Account, he may do so. Historically, the accounts with persons were kept long before accounts with cash and merchandise.

The relation between the two sides of the Merchandise Account are not the same as between the two sides of other accounts. But there seems to be no reason why Merchandise sales and Merchandise Purchases may not be shown in one account, at first. Later, when the complexity of business makes it necessary to have two sides to Merchandise Purchases, and two sides to Merchandise Sales, the explanation can be given.

PROGRAM PITMAN COMMERCIAL TEACHERS' ASSOCIATION

Saturday, May 20, 1922

10:00 a. m. President's Address. Conrad J. Saphier, Chairman of Stenography, Typewriting and Office Practice, Bay Ridge High School, Brooklyn, N. Y.

10:15 a. m. 'The Place of Shorthand in Commercial Education.' F. G. Nichols, Director of Commercial Education for Pennsylvania. Fifteen Minutes Intermission.

11:00 a. m. "Psychology in Teaching Typewriting." Earl Wingert Barnhart, Chief Commercial Education Service, Federal Board for Vocational Education, Washington, D. C. Discussion, led by Charles E. Smith, author of "A Practical Course in Touch Typewriting."

12:00 m. Adjournment for luncheon. 2:00 p. m. Annual Business Meeting. (Election of Officers.)

2:15 p. m. The following will lead the discussion on interesting phases of Pitman Shorthand:

Nathan Behrin, the fastest shorthand writer in the world.

Fred Irland, Dean of the Official Reporters of the House of Representatives, Washington, D. C.

James Hynes, Director of Isaac Pitman and Sons, Ltd., England. Author of many Shorthand textbooks and ex-President of the Inc. Society of Shorthand Teachers.

3:15 p. m. Fifteen minutes intermission for entertainment.

3:30 p. m. "Side Lights on Secretarial Training." Dr. Edward H. Eldridge, Director of Secretarial Studies, Simmons College, Boston, Mass.

The following will lead the discussion:

Mary F. Cahill, Chairman of Stenography, Typewriting and Office Practice Department, Julia Richmond High School, New York City.

F. A. Wilkes, Specialist in Commercial Education, State Department of Education, New York.

E. J. McNamara, Administrative Assistant, Girls' Commercial High School, Brooklyn, N. Y.

6:30 p. m. Dinner and Dance.



Little Stories of Business

By CHARLES T. CRAGIN
Holyoke, Mass.

A FIVE AND TEN NAPOLEON

They were young and foolish and very deeply in love, as young and foolish people often are, and they had decided that two could live just as cheaply as one, which experience soon shows that "it can't be did."



They were talking the matter over. They had found a small flat of four rooms, in which

they thought they could start house-keeping, and he said, "We'll go to the furniture company and we'll buy a set of furniture, carpets and window draperies and some pictures and a china set or two and table cutlery and so forth, and so on, and etc., and the like, and we will pay \$50 down and \$5 a month as long as we live, and go to house-keeping in good style." And she said: "Not on your life, we won't. My mother will give us a bed-room set and father will give us a cook stove and your mother will give you an easy chair and some rugs and your father will give you a smoking set—and how much money have you got?" "Well," he said, "after I pay the tailor for my wedding suit and \$10 for the minister and a dollar for the license I shall have about \$15 left." "Well," she said: "We will go to the city on a short honeymoon trip, lasting over Sunday; that will cost \$12, because we can stay at Aunt Jerusha's. That will leave us \$3 and with that \$3 we will go to the Five-and-Ten-cent store and get a complete set of crockery, cutlery, tin ware, a frying pan, pictures of George Washington and Abraham Lincoln, and everything that is necessary to start housekeeping with." At first he objected, but of course she had her way. They always do, and so they were married and lived scrappily ever afterwards.

Frank W. Woolworth died in 1919, leaving a fortune, so they say, something like \$70,000,000, and this fortune included the most magnificent business building in America, "The Woolworth." I went to see a friend of mine who has an office in this building the last time I was in New York. His room was No. 2400 and something, and they shot me up 24 floors so quick that I felt as if I had been fired out of one of those French trench mortars. The elevator went along 30 floors more before it got to the top of the great 53 floor building.

Woolworth was born April 12th, 1852, so he was 67 years old when he shuffled off this mortal coil and went, where he went. He was born at Great Bend, Penn., which the census says has a population now of about one thousand. His father was a farmer, and his

youth was not a soft one, for the old folks were Methodists and did not believe in dancing or card playing or going to the circus or anything else that could possibly lighten the hard life of a country boy who had nothing to do but work. But the boy got tired of farm life and his parents encouraged the idea of his becoming a clerk in a store, and at 16 he went to a business college in Watertown and got a knowledge of bookkeeping and accounts which were worth a lot to him in the tremendous business activities he afterwards set to moving in this country.

After he got through business college, he set out to get a job but they turned him down on every point for he was an ill-dressed, raw, awkward country boy. He was bound to get into a store, however, and his first job was with the station-master at Great Bend, who had a small grocery store in the rear of the freight station. He worked for nothing on this first job for the sake of getting experience, and he helped the station master besides. He finally got a job in Watertown. He expected a small salary to start with, but the people who thought of hiring him said he ought to pay them while learning the business. They finally agreed to give him \$3 a week if he would work three months for nothing. He was now 20 years old, and for these three months he lived on the \$50 he had saved during the 10 years of farm life. He was a slow, awkward, and not very efficient clerk at first, and he worked from seven in the morning till ten o'clock at night, for they kept the store open every evening, and it was his job to open it in the morning and to close it at night. After five years of the hardest kind of work as a store clerk his salary at the age of 23 years was six dollars a week. Then he heard of a vacancy in the store of another man and he applied for the job and asked \$10 a week, and to his surprise the man said, "Go to work." He felt so rich that he got married, but in a couple of months the man cut his pay down to \$8, finding fault with him because he was not much of a salesman and because he trimmed the windows. They didn't stick everything in the windows in those days to tempt women to buy fancy hats, and silk stockings and lingerie. This blame and the cut in pay discouraged the young fellow and he took his wife and went back to the farm and nearly died there, but he finally recovered, bought another farm, raised chickens, potatoes and then, to his surprise, his old employer sent for him and offered him \$10 a week to come back and fix up the store windows, and he went, and in 1879, now 27 years old, he started his first 5 cent store in Utica, New York.

The First Five and Ten

The way he came to do this is worth telling. There was a lot of shop wares, stuff and odds and ends lying around the store where he worked. One day he took an old table and with the consent of the owners piled up this stuff upon it and stuck a card on, saying "Any Article on This Counter, Five Cents." The stuff went like hot cakes and so he got the idea of "The Five and Ten Cent Store, Nothing Higher," but his first attempt was a failure, for he couldn't find much variety of material that could be sold at so low a price. He finally moved to Lancaster, Pa., where he got some financial backing and started his second store, which was a success. Out of it grew the long chain of Woolworth stores that are found in every city of any importance in the United States.

Young Woolworth's pathway to success, however, was not strewn with roses. A pathway to success seldom is. Before one reaches the ultimate goal he has to serve a long course of instruction in the University of Hard Knocks, a university that qualifies a man for great things if he is made out of the right stuff. If he is not he soon falls by the wayside and goes into the scrap heap of humanity, for humanity, as a whole, is pretty weak and broad is the road that leadeth to this scrap heap, and many there be that follow it. It was at Lancaster, Pennsylvania, that Woolworth made his first success with a five cent store. He hadn't then risen to the height of ten cent goods, which he afterwards reached, and has kept as the top-notch of all his dealings since. A good many others tried the same plan. Five and Ten cent stores became numerous everywhere, but one by one they dropped out, either from lack of capital or from lack of ability to get a sufficient variety to make the stores attractive. It was only two or three years until Frank Woolworth was the last man in the five and ten cent store field; but success had stimulated every faculty of this not especially brilliant young man, who had grit, boldness, and originality of ideas, and who showed his courage by opening a branch at Harrisburg. Mind you, he started business on a shoe-string, no capital whatever, except such odds and ends as he could pick up, and by the summer of 1880 he was worth two thousand dollars and decided to take the first vacation he ever had. He knew he had found his vocation and was certain of success.

See the Conquering Hero Come

He had a great reception at Watertown. I don't know whether he had at that time become obsessed with the idea that he resembled Napoleon, but he was certainly the conquering hero when he came back to the scene of his first attempt, where as an awkward ill-dressed country boy he had not shone with great lustre.

Lots of successful business men have been able to trace their resemblance to the great Corsican. Napoleons of finance are quite common in the history

(Continued on 2d following page)



AMBITION TALKS

By HARLAN EUGENE READ

President Brown's Business Colleges of Illinois



(This series will be continued next year. Don't miss it.)

THE ELIMINATION OF USELESS WORK

The elimination of nonessentials is a mighty factor in success.

Petty men with paltry minds who are constantly worrying over the unimportant features of their work, are as thick as sand-fleas and just about as valuable.

Whenever you see a bookkeeper so busy rewriting records and compiling statistics that he can't get time to keep his books in balance, you are looking upon a man who will soon draw his pay from the overseer of the poor.

A clean spade is more effective than a dirty one, but the digger who stops to wash his spade between each shovel-ful of earth will not dig a very large hole.

When you start to dig a hole, the important thing is to get the hole dug; and no man can lay a brick wall, sell groceries, write a good book or run a bank until he has learned how to eliminate the useless.

Elimination is the process of getting rid of what doesn't count.

The man who is not able to throw out of his mind the unimportant things will always be doing unimportant work. There is this difference between the

forceful and the feeble: A forceful man runs his business, and a feeble man is run by it. Before you open the office door make up your mind what the important thing is. Then do it. There will be plenty of little fellows around who will do all the unimportant things.

What is true of business is true of your preparation for it. Give direction to your reading, your associations, and your plans. Select the business you want. Learn the fundamentals of that business. Make a bee line for the office in it that you will some day fill, and study the big things that office will require. Learn why personal comfort, amusement and social distinction are small things. Let somebody else stamp the envelopes when you can; but remember that sometimes stamping and posting an envelope is the most important job of the day.

The elimination of the worthless is the hardest task of the man whose face is turned toward the sunrise. There are only twenty-four hours in a day, and the man who cannot eliminate what is not worth while has no time for the things that are.

But there is only one way to eliminate detail work. Learn how to do it. Then you can eliminate details by passing them on. To pass them on before you understand them is to sentence yourself to final failure.

Good Will and How to Build It

By W. N. WATSON, President Lincoln Business College, Lincoln, Nebr.

Good will is benevolence, kindly feeling, the value a business has in trade and custom over and above stock in trade. Good will is also that which makes tomorrow's business more than an accident. It is the reasonable expectation of future patronage based on past satisfactory dealing.

Promiscuous or casual students do not pay profits, but those who come regularly or send their brothers and sisters to us, do. These people have found us trustworthy and our skill and knowledge commendable. They have been satisfied with the treatment they have received in the past and are reluctant to risk transferring that custom to another. It is this that keeps a business going and gives it a selling value very much its equivalent in stock.

You ought to have the good will of your competitor and can have it if you are not blinded by a false conception of the welfare of your institution.

The good will of your competitor can be gained largely by the dignity and truthfulness of your advertisements. I think it is good policy to place your competitor on the list of people whom you would remember say at Christmas

time. It is also good policy to invite him to dine with you, perhaps not necessarily for the purpose of talking over business affairs but more particularly for a pleasant social hour. I am quite certain that one cannot gain the good will of his competitor by saying mean things about him or his school. It is quite important that even one's competitor say good things of him and his institution.

We can gain the good will of business and professional men by taking an interest in what they are trying to accomplish; by trying to help them to attain their desired ambitions, and to do this we should train our students so thoroughly that they can be of real service to the business man when he calls on use for assistance. If we see a business man in need of assistance, volunteer to get the assistance for him. In our school I have known the time when we have loaned typewriters, adding machines, etc., and have even sent some of our office force to help in cases of dire necessity or sudden or unexpected vacancies in business offices. We have also sent out personal letters to our business men calling attention to

the fact that if there is any way we can be of assistance to them we want them to get in touch with us, for we are at their service to aid them in any possible way.

Another excellent way to establish good will is by being an active member of the Chamber of Commerce or Commercial Club. Take an active interest in civic affairs. If it is possible serve on some one of the numerous committees in the Chamber of Commerce. Co-operate with the local high school and city Y. M. C. A. and Y. W. C. A. Do not antagonize. Get and hold their good will.

Perhaps the best way to build good will is to give a little more than you promise to give. Take an interest in your students. Enter into their activities. Look at the school business once in a while from the angle of the student. In that way you will be able to create his good will, which is very much more valuable to you than any advertising you may do.

It is quite important that you have the good will of the student not only while he is in school but after he leaves. Keep in touch with him out in his business position. Still exhibit interest in his progress and welfare. The student who is out in a position is one of your valuable advertisements, especially if you have his good will. Make him feel that it is a great pleasure to recommend his friends to come to your school and you can have him feeling this way if he feels that you always are interested in what he is doing.

While the elements which go to make up good will are of themselves intangible, results accruing to that fortunate individual or establishment possessing the good will of his friends or customers is about the most tangible and concrete thing with which we can deal. No amount of time, patience or effort should be spared to build every possible ounce of real, genuine good will not only into our businesses but into our lives as well.

W. H. Coppedge, until about a year ago one of the owners of Link's Business College, Boise, Idaho, before that connected with the Mankato, Minnesota, Business College, was killed March 23 when the automobile which he was driving was struck by a freight train near Ontario, Oregon. It appears from the newspaper reports that Mr. Coppedge had been racing the freight train and evidently thought he had plenty of time to make the crossing, but instead was struck when his auto was on the track.

Mr. Coppedge had retired from school work about a year ago and since that time had been in the insurance business. He was well and favorably known in the northwest and was active in the Boise Rotary Club and in Church and Sunday School work.

WANTED

SOLICITOR for a school in a city of 40,000. Great opportunity. W. H. E. care Business Educator, Columbus, Ohio.

20th Century Bookkeeping^{AND} Accounting

CRAGIN

(Continued from 2d preceding page)
of Wall Street, and most of them like the French emperor have met their Waterloo of disaster and ended in a St. Helena of oblivion but Frank Woolworth didn't—quite the contrary. He went back to Lancaster and soon sent his brother to take charge of a five and ten cent store at Scranton, a lively city in the coal district, while he himself invaded Philadelphia in 1880. Three out of the five stores he had established were failures, but that didn't discourage this five and ten cent Napoleon. He knew he had an idea that would appeal to millions and millions and yet more millions when they once got on to the fact that they could buy most anything in common use about the house for a nickel or a dime, so he went ahead.

He had a good deal to learn yet, and perhaps he learned the lesson from Andrew Carnegie who died a year or two ago at the age of 84, after giving away five hundred millions of dollars in an effort to die poor and succeeded, for he left only 25 or 30 millions to keep his wife from taking in washings or keeping boarders for a living. Andrew taught business men a great lesson, which was, not do anything yourself that you could get somebody else to do just as well or better. Carnegie built around him a partnership of thirty of the brightest young business men this country ever knew. Schwab, Frick, Corey and a long string of them. Carnegie directed things and they did the work, and he lived to be 84. Well, when Woolworth went into New York City and established his first store on 14th Street he tried to do all the work himself. He was buyer and floor walker and bookkeeper and everything else, and he worked 18 hours out of the 24 in the business and dreamed business the other six, but he soon learned the lesson Carnegie had taught, and before long he had a partner in every Woolworth store. That policy has been kept up ever since and made the Woolworth chain extending to every important city in this country the tremendous business it is.

On the balustrade of the step of the great New York Free Public Library, built in part by the millions Samuel J. Tilden meant to leave the city of New York, but didn't, are two grinning lions, not the wild, roaring lions that we read about in the stories of African and Asiatic travel, but amiable, smiling, rather silly looking lions, New Yorkers say those lions are laughing at the Five and Ten Cent Store of Woolworth just across the way, for all New York laughed when he invaded the select circles of Fifth Avenue with a Five and Ten Cent Store, bearing the name of Woolworth upon the front facade. Nevertheless, that has proved one of the most profitable of the Woolworth chain of stores. Everyone went there

out of curiosity at first, but they found, as you do find in all the larger stores of the Woolworth chain, a magnificent variety of goods that you would not suppose could be bought for as little as a silver dime or a five cent nickel. Mr. Woolworth has never been noted for any excess of intellectual quality. I don't suppose his taste in literature was any better than is that of Henry Ford, but a man can be great in one respect and not amount to much otherwise. Samuel J. Tilden, whose money paid for those lions laughing at Woolworth's store, was certainly one of the keenest intellects in America, a member of the New York Bar, and one of the greatest lawyers of the world. Well, when he came to make his will, in which he left pretty much of all his large fortune of ten or fifteen million dollars to create a free public library for the city of New York, he left holes in that will so large that you could drive a two horse wagon through them; and some of his distant relatives broke the will into ten thousand pieces, and the city of New York would not have received a cent had it not been that Mrs. Pelton, his favorite niece and nearest relative, to whom the very large part of the property went, handed over her share—six or seven million dollars to the city—and the great Library is the result.

Woolworth did a great deal to stimulate manufacturing in this country. Many of the articles now sold for ten cents in the Woolworth Stores brought as high as fifty cents, sometimes more, before the coming of the Five and Ten Cent Store. Tinware, for instance; you know you can buy most any kind of a sauce-pan, and a great many articles of tinware for ten cent. Any tin-shop man would charge you a dollar to make you one of these articles. If he had to make a hundred or even a thousand, he probably could not make them for less than fifty cents or twenty-five cents. But Woolworth said: "I will take a hundred thousand or a million of them," if it is an article in every day use, and in such quantities as that they can be made for little more than the bare cost of the material. He went to a manufacturer of jewelry with a ring, a really pretty little shell-gold ring, and said: "I want to make this ring so I can sell it for ten cents." The manufacturer laughed at the idea, said it could not be done, but Woolworth said: "I will take ten thousand gross," and that made quite a different story, and you can buy shell gold rings, any quantity of them, and a great line of plated jewelry of pretty fair quality for ten cents, simply because the whole factory is running on that particular line, and the cost is reduced to the extreme minimum.

Not much is known about the personality of Frank Woolworth. He never appeared in public life; never ran

for office; never went into society. He built a magnificent country place down on Long Island, and in it he had a room built on the model of Napoleon's private apartment in the Tuilleries; he was possessed with the idea that he greatly resembled the French Emperor. Napoleons of finance in railroad, steamship lines, oil, copper and on Wall Street are not uncommon. Their rise is generally as meteoric as that of the great Corsican, and they generally end in a Waterloo of failure and a St. Helena of obscure poverty.

Woolworth certainly was a Napoleon of cheap store managers, but unlike the great Emperor of the French, he did not meet disaster, for the Woolworth Stores are as strong as ever. He developed a wise method of management—every store manager is one of this Napoleon's marshals, and is a sharer in the profits of the particular store intrusted to him. The employees of the Woolworth Company are mostly girls, who live at home, and the eight or ten dollars a week salary—rising sometimes as high as fifteen dollars and sometimes beginning as low as five dollars—helps out wonderfully in providing them with good clothes and helping to pay the family coal and grocery bills. At Christmas each employee gets a bonus, depending, I presume, on the amount of business done, and they say when one of the girls marries she gets a good present. I hope it isn't household goods from the store.

An Imposing Monument

The great Woolworth building on Broadway is a wonderful monument to this singular product of American business—Frank Woolworth. It towers fifty-three stories in the air, high above all the other lofty down-town structures; and it is, unlike many of the great office buildings of the city, beautiful from an architectural standpoint. Express elevators shoot you to all parts of the building, if you want to go that way. If you are not in a hurry, you can take the slower going elevator which stops at every floor. They charge you fifty cents to take you up into the great tower, from which you get a magnificent view of Manhattan, the Bronx, Brooklyn, and about one-half of New Jersey, the Hudson and the East River surrounding the great lower city and the Bay extending thirty miles down to Fire Island where the great ocean liners are held in quarantine until the health officers inspect the ship. The immense building cost something like twelve million dollars and they say that Frank Woolworth died worth seventy million dollars, a good illustration of the growth of money properly invested in quick moving commodities, used by everybody in a country so great as America.



DESIGNING & ENGROSSING

E. L. BROWN
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return of specimens.

COVER

Herewith is shown a design suitable for a cover. Lay off design $12\frac{1}{2} \times 15\frac{1}{2}$ with careful attention to form and balance. Make an accurate pencil drawing first, then follow with the pen and ink work. It is an excellent plan to make a sketch the size of the desired cut, with all the tone values suggested, and then enlarge the sketch, following general proportions, balance, color values, etc.

The two words "Zanerian College" are given more prominence in size and elaboration of finish than the other words. See that the letters in word "Zanerian" conform to the curves in the cartouche. Rule in the vertical lines, using a T-square on drawing board and a ruling pen. This method will insure parallelism. Form and spacing in the lettering must be uniform. Outline initial "Z" with a No. 5 broad pen, aiming for grace and symmetry. Use Zanerian water proof ink.

Brush Work

After completing the pen work, erase all pencil lines before you add the washes.

You will need two No. 7 sable brushes, a half-pan each of Hooker's green, No. 2 and Payne's gray. Mix the green with a little gray and you will find in this mixture a greenish gray tone. First carry a pale wash over the entire surface of design, leaving the two words "Zanerian College" and other high lights.

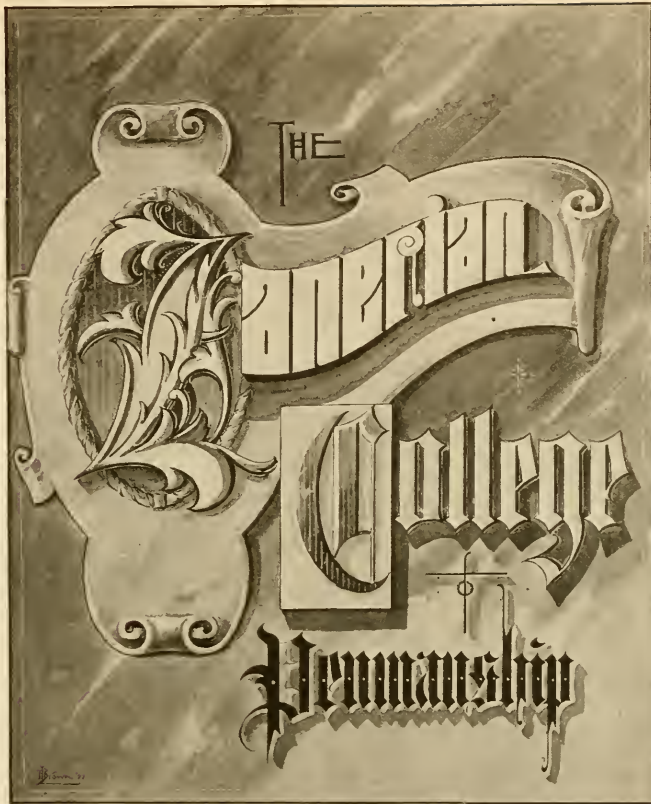
Study the tone values very carefully. Note that the cartouche is lighter in tone than the background, that the letters in "Zanerian" are lighter in tone than the cartouche, etc. Outline shading on the words, if you cannot depend upon the eye for accuracy, especially on "Zanerian," which must be symmetrical and accurate for the most pleasing effect.

Remember that the washes must be done with a free brush, in other words, with a brush well filled with color. You cannot obtain boldness and transparency in the tones unless you wash over the surface with freedom and abandon. Moisten the surface with clean water before adding the color.

We will send a flourished design for framing for the best copy of this lesson. Let 'em kum.

The fellow who despises his work usually draws a despicable salary.

"When a man earns a dollar he is a workman, when he saves a dollar he is a capitalist."—Uncle Joe Cannon.



Meub's Professional Oblique Penholders

SOMETHING NEW! Handmade (after my own specifications) by the country's most skillful penholder maker. Adjusted properly to make true, clear-cut shades. I try each penholder before it goes out; it must be right. Beautiful in appearance. Made of tulip, teak, ebony and rosewoods. Send \$1.26 for one today. Try it for a week. If not entirely satisfied, return it and get your money back. That's fair, isn't it?

A. P. MEUB, 2051 N. Lake Ave., Pasadena, Calif.

It takes more than schooling to make a business man. Keep on learning! Everybody needs something done. Whose need can you supply?

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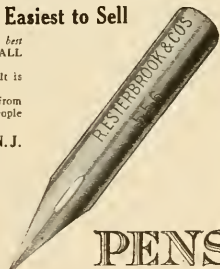
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W. A. Robbins, President of the Central Commercial Teachers' Association, writes us that the annual meeting will be held in Omaha, Nebraska, May 25, 26 and 27. Headquarters will be Fontenelle Hotel. They are preparing a strong program, including some speakers of national fame. Teachers of commercial subjects in the middle West should attend the Convention if possible. Mr. Robbins can doubtless supply further details. His address is care Lincoln Business College, Lincoln, Nebraska.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.

Required by the Act of Congress of August 24, 1912
Of Business Educator—Professional Edition, published Monthly at Columbus, Ohio, for April 1, 1922.

State of Ohio
County of Franklin

ss. Before me, a Notary Public in and for the state and county aforesaid, personally appeared Arthur G. Skeeles, who, having been duly sworn according to law, deposes and says that he is the editor of The Business Educator, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Name of Post Office Address
Publisher, The Zaner-Bloser Company, 612 N. Park St., Columbus, O.
Editor, Arthur G. Skeeles, 612 N. Park St., Columbus, O.
Managing Editor, None.

Business Manager, E. W. Blosser, 612 N. Park St., Columbus, O.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of its as they appear upon the books of the company stock.)

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4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is: (This information is required from daily publications only.)

ARTHUR G. SKEELES, Editor.

Sworn to and subscribed before me this 28th day of March, 1922.

EARL A. LUPFER, Notary Public.
(My commission expires Jan. 12, 1923.)

J. A. Elston, penman and card writer, whose advertisement has appeared in our columns for several months, recently sent us a page of his ornamental writing showing that he is bringing his work up among the leaders in this profession.

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News Notes

G. Jane Ryder is now Supervisor of Penmanship in the Schools of Schenectady, New York. The specimens sent from Howe School were unusually good, 143 being up to the Grammar Grade Certificate standard and 49 more meriting the Certificate of Excellence. Schenectady has been securing Certificates for several years, and under the instruction of Miss Ryder the teachers and pupils are evidently going on to even better work in penmanship.

Frank H. Arnold, Supervisor of Writing in the Spokane, Washington, Public Schools, and who is known far and wide as one of the most enthusiastic, result-getting supervisors in this country, will have charge of the work in handwriting in the University of California, Berkeley, during the summer of 1922. In one of his classes he will deal with primary methods of teaching writing.

Mr. Arnold is a staunch advocate of the Zaner Method of Writing, and since it is the state adopted method, California teachers and those preparing to teach will have an opportunity of obtaining the most helpful instruction from one highly qualified by training and experience to instruct in this important branch.

F. G. NICHOLS AT HARVARD

Mr. F. G. Nichols, Director of Commercial Education, State Department of Public Instruction, Harrisburg, Pa., has been appointed Associate Professor of Education in Harvard University.

This is a well-merited recognition of the important work that Mr. Nichols has been doing, and also of the importance of commercial subjects in higher education. We extend our congratulations to Mr. Nichols, to commercial educators generally, and to Harvard University.

Two courses will be given by Mr. Nichols in the Harvard Summer School of 1922, which begins July 10 and continues six weeks, ending on August 19. The opening date has been arranged so as to permit those who wish to attend the N. E. A. Convention which meets in Boston to do so without losing time from their summer school work.

The announcement regarding these courses was not received in time to have been written up in full for this number of the "Business Educator." Mr. Nichols has promised to give us a brief article next month in which he will outline the work of the regular college year more in detail.

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Flourishing

Plates by the Late C. C. Canan
Instructions by the Editor

LESSON 6

If you studied and practiced faithfully the preceding lessons in these series you are now ready to try your hand at more intricate bird flourishes.

Notice that the birds here shown are very similar to the simple bird given last month, with the addition of the ornamental lines. When the foundation strokes are mastered the ornament is comparatively easy to add.

Unless you become so interested in this work than an hour slips by almost unnoticed, you will probably never become proficient. But if you do have an intense interest in such work you can know that you may finally succeed, even though your first efforts are quite discouraging.

A specimen and a dime brings criticisms worth dollars.

R. W. Carr, the enthusiastic supervisor of writing in Parkersburg, W. Va., with the help of his teachers is securing excellent results in handwriting. Over 700 of his pupils have been awarded Zaner Method Certificates and 33 of his teachers have won the Teachers' Certificate. This is a very good showing for a city the size of Parkersburg. Mr. Carr states that it has been accomplished by hard work.

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D. C. Beighey (at the reader's left) and members of his penmanship class at Western Ill. State Teachers' College, Macomb, Ill. The ten young ladies in the front row, and two in the second row, had won the Zaner Method Teacher's Certificate when this picture was taken. The others are working for it.

During the summer term, June 12 to July 21, work will be offered in Pedagogy and Modern Methods of Teaching Penmanship according to the Zaner Method. Interested teachers should write the above school for further information.



Lessons in Artistic Penmanship

— For Beginners —

By M. A. ALBIN

Principal of the Business School of the Oregon Institute of Technology
Portland, Oregon

General Instructions

With this lesson we attempt a new principle—the Reverse or Indirect Oval shade and flourish. Some of the most pleasing modern letters are made from its many variations and adaptations. We illustrate it with the letters Q, X and Z, three capitals we have not studied up to this time. There is a full dozen letters of the alphabet that may be made with these principles. And, as great license may be taken in modification and variation, this type of letter has a greater appeal to many than the letters already presented. However, the course was graded to the attainment of an end, and your whole-hearted, liberal-minded consideration of the exercises in the order presented will give you results. Let yourself out on this lesson.

If you have made use of the onion skin paper, and tested the size and proportion of your writing by superimposing, you will need very little criticism of form. If you haven't been doing this, try it. Fight like the Trojan you are to avoid eccentricities, and such tests will aid you.

Special Instructions

Preliminary: Practice briskly and freely large light-line compact reverse ovals—downward stroke on the right-hand side.

No. 1. Less rapidly, but with easy swinging reverse strokes, try this exercise, observing the finish. Bulk of shade just a little below center.

No. 2. Ditto, noticing especially the change in the finishing stroke. Make snappy, clean-cut shade and do not drag heavy line around the turn at the bottom.

No. 3. Retrace six counts, finishing the flourish around the base line on seventh, and the snap-shade on the eighth count. Note where and how the flourish leaves the retrace oval, and crosses the capital stem.

No. 4. Same as No. 3 only the retrace is not made—at least the pen does not touch paper while swinging the preliminary ovals. Study carefully the symmetry of proportion.

No. 5. First part same as No. 4. Second is light line stroke curved around the base line as a flat or horizontal direct oval. Must be made with the absolute abandon of "Hit or Miss," but should merely show contact. If it does not quite touch it is better than if it overlaps the shade.

No. 6. Simply the capital stem carried into the loop and finishing flourish of the capital "L."

No. 7. Retracing the loop of the "L" we finish with the lower loop, watching the tendency to disturb the general slant.

No. 8. In writing a sentence care must be observed in spacing the words. About the width of a small letter "a" is the regulation space between words.

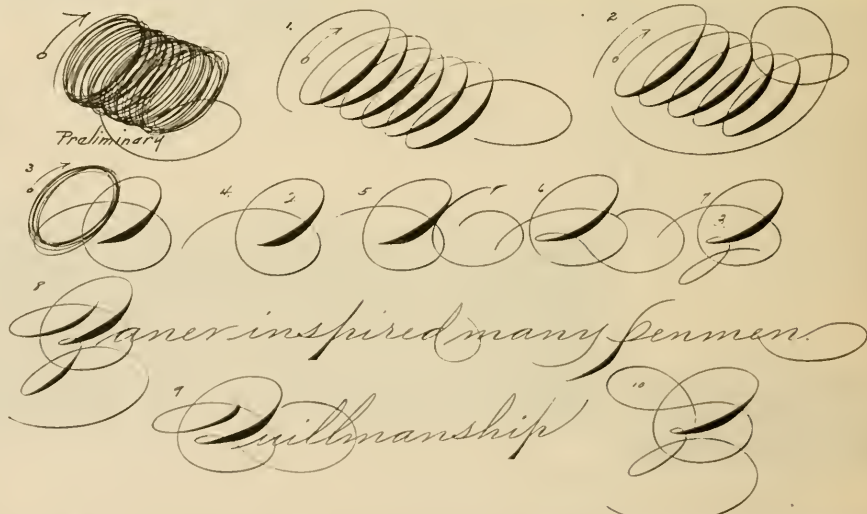
No. 9. Just a little addition to the initial stroke of the "Q." Try your hand on the long word. Practice it across lines or on unruled paper. You may find it advantageous to lift the pen occasionally. I lifted in the second L and with the letter S. Watch spacing and turns at base line. Try to combine freedom and precision.

No. 10. Another variation of the initial stroke. Finish with a light line reverse oval swing.

Review

The value of constant review is seldom appreciated. To stimulate special consideration of previous lessons, I offer a treat to all who have been sending in practice work. Send me two lines of each numbered exercise, written in your best style, any time before July 1st, and I'll send you three wonderful fresh-from-the-pen specimens of three past masters of penmanship—unexcelled work that is priceless—specimens written for me twenty years ago when these men were in their prime.

I want to put these specimens in your hands for several reasons. First I want you to learn to appreciate the work of others; and second, to get ideas of skill and ability that will inspire to tireless effort until you have become masters of this beautiful and fascinating art. Finally, that you may become broad-minded and find good in the work of all of our master penmen, avoiding those prejudices of pre-conceived notions, that stamp you as narrow and small-souled. There is no best penman in the world. Start your collection with what I offer, and be a judge for yourself.





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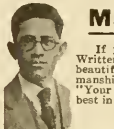
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National Commercial Teachers Federation

In Memoriam

Turning back in our thoughts one brief year we see with no uncertain vision the man who with such grace, dignity and genial good cheer presided at our sessions and we are grieved at the thought that our eyes shall see no more the cheering smile, our ears shall hear no more the kindly voice, and our hearts shall warm no more through the personal touch with this our brother who has gone to his eternal reward; yet his influence will live with us as long as memory shall remain keen to lift us up to better things educationally, morally, and spiritually.

Joseph Stone Dickey

was called to his reward on Sunday evening, January 16, 1921, at the close of a busy day's service for his Master with his Sunday school class of young men and the regular church services.

The members of the National Commercial Teachers Federation in Convention assembled desire in this manner to express our appreciation of his memory and our sympathy to his loved ones in this great loss and we commend them to the only source of comfort in this their hour of great sorrow, the Savior of men whom he loved and worshiped.

Committee:

L. P. Giles

J. F. Fitch

Sam W. McMillan

Saint Louis, Missouri, December 29, 1921.

FOUNDED BY N. A. LEWIS

S. E. Leslie, Spencerian School, Cleveland, O., engrossed this beautiful tribute to Dr. Dickey. The resolutions were passed at the St. Louis meeting of the Federation.

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BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

The Successful Salesman, by Frank Farrington. Published by Laird & Lee, Inc., Pub., Chicago, Ill. Board cover. 280 pages.

One of the best proofs of the genuine value of the book is its ability to sell itself. Reading a dozen pages will convince any forward-looking business person of its dollars and cents value to him. It deals definitely, constructively, with every problem of method that will confront the salesman. It will, at the same time, give him a broader outlook on success, and a better grasp of the fundamentals of his business.

The book teaches the practice of selling. It is straight from the shoulder, practical, instructive and without a waste word. It is based on experience both in teaching and selling.

Every one who is making a study of salesmanship should have a copy of this valuable book.

The chapter headings are as follows: What makes a Salesman; It pays to Study Salesmanship; Salesman and Salary; The Salesman's Mental Attitude; Understanding the Customer; What Customers Want; Keeping up the Customer List; The Entering Wedge; Getting on with Customers; Showing the Goods; Where Competition is Concerned; Selling Better Goods; Putting on the Finishing Touches; Putting Punch into Salesmanship; Honesty in Selling; The Morning After; "Selling" vs. "Introducing"; The Salesman and the Catalog; Netting a Profit; Co-operating with the House; The Value of Optimism; Curing Diffidence; The Salesman and His Stomach; Selling Goods "AS IS"; The Element of Luck; The Value of System; The Traveling Man and the Time Table; Getting it Right the First Time; The Value of Push; The Dead Center; "It Can't be Done"; The Art of Selling Yourself.

Scientific Typewriting by Ollie Depew. Published by Allyn & Beacon, New York City, N. Y. Cloth cover. 113 pages.

The present book presents a plan of work which is the result of years of experience in teaching typewriting. Methods of proved worth were accepted, but to adapt the material to the curriculum and to the pupil of high schools, many original experiments were necessary. The most successful

of these experiments and the theories underlying them have been embodied in this book.

Each lesson introducing new features is followed by a lesson of review. These review lessons are calculated to train the student to independence of the pictured keyboard.

These lessons are prepared solely to train the students in the use of the typewriter. Excepting the lessons on letter forms and the hints to stenographers, no other ground is covered. The stereotyped business and legal forms so often found in texts on this subject have been carefully avoided.

Bookkeeping and Business Management, by F. W. Risque. Published by U. P. C. Book Company, New York City.

A complete guide to modern practice written so that one may understand it, with 70 forms filled in to show how the actual entries are made. Tells how to select a set of books to fit any business and explains how to open them, make all necessary entries and close them. The reasons why are given in all cases. Good for individuals, partnerships, or corporations. Gives special attention to financial statements for creditors, trade acceptances, mercantile agency work, stock and purchase records, cost and price books, want books, etc.

Advanced Typewriting and Office Training, by Meyer E. Zinman, M. A. Published by Isaac Pitman & Sons, New York City, N. Y. Paper cover. 155 pages.

This book contains all the questions that have ever been given at the Regents' Examinations in Typewriting. The questions from 1898 to 1906 have been analyzed and arranged according to topics. Topics and questions have been added to give additional practice in office training. The speed tests have been changed to include 210 words, as that is what is required at the present time. Certain questions, which are no longer given, have been omitted. Questions from 1906 to date are given in full in the back of the book.

The chief aim of this book is to provide material for practice in Office Training, for the last year in high school. The teacher will find questions covering every phase of office work.

Special attention is called to the speed articles which are arranged in sets of 210 words. As this is the most important part of the examination, teachers will realize the necessity of giving a daily speed test in order that pupils who are more or less nervous may pass through it with greater ease.

Teachers will find this book an excellent aid in preparing pupils not only for the Regents' Examinations but for a better understanding of what a stenographer and typist should know in the business world.

Stenquist Mechanical Aptitude Tests, Tests I and II, by J. L. Stenquist, Bureau of Reference, Research, and Statistics of New York City Public Schools, Assistant, Department of Educational Measurements, Columbia University. Published by World Book Company, Yonkers-on-Hudson, New York.

The tests consist of a series of problems presented in terms of pictures. In Test I the pictures deal only with common mechanical objects. The pupil is required to determine the mechanical relationships of these common devices and simple machines. Test II consists in part of material similar to Test I and of questions applied to machines. These questions pertain to the nature, operation, and design of typical but simple mechanical devices. No trade is singled out, no picture relating to highly specialized skill is included, and none of the questions presuppose actual experience with the machines shown. The two tests call for mechanical perception and ability to solve mechanical problems. Reliable norms for each test have been established. The tests can be used in any grade above the fifth.

Practical Paying Pen Work, by Dwight L. Stoddard. Published by Stoddard Publishing Company, 349 West Raymond Street, Indianapolis. Sixty-three pages, size 6x9 1/4. Paper cover.

In this new book on pen work, Mr. Stoddard treats writing, flourishing, drawing, designing, lettering and engraving, and presents many illustrations.

In sending us the book for review Mr. Stoddard wrote as follows:

I term it Paying Pen Work as there is much being said at present about the mechanic receiving a dollar an hour as a war time price, as if that is high. Most of this book shows work that paid me much better—yes, much better—than a mechanic's wage.

Mr. Stoddard is to be congratulated on being able to turn to such good account his ability with the pen. In this book he endeavors to instruct others so that they too can do well in executing pen work.

Bookkeepers who can't add are fully as bad as stenographers who can't spell. Both are likely to be wished in the office of a competitor.

20th Century Bookkeeping AND Accounting



(Continued from page 8)

The Contests for the National Shorthand Reporters' Association Cup and the Title "Champion Shorthand Writer of the World"

Year	Place	Winner	System	Speed dictated	Percentage of accuracy
1909	Lake George	W. B. Bottom.	Pitmanic	280	94.3
				207	98.8
1910	Denver	C. H. Marshall	Pitmanic	200	96.1
				240	92.9
				280	95.6
Year	Place	Winner	System	Speed dictated	Percentage of accuracy
1911	Buffalo	Nathan Behrin	Isaac Pitman	200	98.2
				240	96.66
				280	95.7
1912	New York	Nathan Behrin	Isaac Pitman	200	94.2
				240	98.8
				281	89.8
1913	Chicago	Nathan Behrin	Isaac Pitman	200	99.2
				240	98.84
				280	96.86

In this contest Mr. Behrin made an average accuracy record of 98.3%. This is the highest percentage ever made in these

contests. By winning the cup three times in succession Mr. Behrin became its permanent holder.

Year	Place	Winner	System	Speed dictated	Percentage of accuracy
1914	Atlantic City	Nathan Behrin	Isaac Pitman	200	98.
				220	97.4
				280	98.6

Mr. Behrin was awarded the gold medal—the highest award.

Year	Place	Winner	System	Speed dictated	Percentage of accuracy
1919	Detroit	Jerome Victory	Pitmanic	200	98.5
				240	96.8
				280	95.1
1920	Denver	No contestant qualified for the Championship		200	98.8
1921	Niagara Falls	A. Schneider	Gregg	240	98.17
				280	96.8

John Daly, a young Isaac Pitman writer of 25, and who entered a contest for the first time only two years before, made the following showing:

200	97
240	99
280	95.8

Mr. Behrin did not compete in the last three contests.

At a contest given in December, 1919, by the New York State Shorthand Reporters' Association and managed by a committee consisting of William C. Booth, Capt. Godfrey Dewey, Jerome Victory and S. B. MacClinton, Nathan Behrin wrote a test dictated for two minutes at 324 words a minute with only two minor errors. Both Gregg and Pitmanic systems were represented, but only Mr. Behrin qualified.

In all the history of shorthand, this is the first time that over 300 words a minute have been written and transcribed publicly.

Send for "A Refutation of Certain Claims" and particulars of a Free Correspondence Course for Teachers.

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Publishers of "Course in Isaac Pitman Shorthand," \$1.00; "Practical Course in Touch Typewriting," 70c. (cloth, \$1.00); "Style Book of Business English," \$1.00; adopted by the New York Board of Education

ARE YOU PLANNING TO ATTEND THE

Pitman Convention on May 20th?

Are you interested in the best in commercial education? Then you must arrange to attend the first annual convention of the Pitman Commercial Teachers' Association, to be held on Saturday, May 20th, at the Hotel Astor, Forty-fourth Street and Broadway, New York City.

Every teacher of Pitmanic Shorthand, every typewriting teacher, all up-to-date commercial teachers, irrespective of the subjects they teach, owe it to themselves and to their profession to attend.

Are you tired of conventions? You will discover viewpoints at this convention that will make it unique.

A glance at the program will show that many new angles are sure to be brought to light.

Are you in need of stimulation? If so, take this opportunity to meet fellow-workers. You cannot fail to carry back to the class-room new ideas. Still more enthusiasm will result if you come to meet and hear the views of the many leaders in commercial education who will be there.

Do you need relaxation? Then decide to come along to compare notes and talk over progress with old friends and new.

You need some recreation, anyway. And this annual meeting of Pitman teachers is going to offer one of the jolliest times ever in the way of entertainment.

The Hotel Astor has an enviable reputation for accommodations that make for enjoyment and comfort. Many delightful surprises are planned for the dinner and dance. If you are on the lookout for a happy smile and many hearty laughs; if you want to spend a few hours in an atmosphere of right cordial good-fellowship, then get your ticket from the Secretary without delay.

The Reception Committee is planning for the comfort and entertainment of out-of-town teachers who will take the trip to New York. They are arranging for motor drives, theater parties, etc., over the week-end. The Chairman of the Committee, Irving E. Chase, will forward full particulars about hotel accommodations, etc., to those who will let him know they are coming. Write to him at the offices of the Association, 6 West Forty-fifth Street, New York City.

Your presence will make for a more interesting, helpful and enjoyable time for everybody.

The tickets for the banquet and dance are \$2.50 for each person. Send to the Secretary, Pitman Commercial Teachers' Association, 6 West Forty-fifth Street, New York City, without delay for your tickets. Please let us know early if you are coming in order to save work and confusion.



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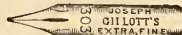
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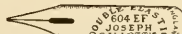
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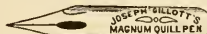
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VOL. XXVII

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No. 10

June, 1922

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is generally
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—E. B. Brown, 1922—

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Attend the Zanerian Penmanship Reunion

July 5, 6, 7, 1922.

(Designed and lettered by Allen Otera, a student in the Zanerian.)

Every penman and penmanship teacher in the country is invited to the Zanerian Reunion, **July 5th, 6th and 7th.** Come and see the new Zanerian quarters, renew and create friendships, revive your enthusiasm and help to advance the cause of good penmanship. It will be a great chance to exchange ideas, learn new methods, meet many big men and women of the profession, and have a good, profitable time.

Here are the names of a few famous penmen who have already written that they expect to be present:

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10:00 to 11:00—Methods of Teaching Penmanship.....	R. B. MOORE
1:00 to 2:00—Blackboard Writing.....	R. B. MOORE
2:00 to 3:00—Business Penmanship, Analysis and Theory.....	E. A. LUPFER
3:00 to 4:00—Psychology & Pedagogy as Applied to Handwriting.....	A. G. SKEELES
4:00 to 4:30—Roundtable Discussion.....	A. G. SKEELES

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Pitman's Shorthand

SIMPLEST SWIFTEST SUREST

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91.4% of the court reporters of the country write Pitmanic shorthand; as shown in the 1921 Roster of the National Shorthand Reporters' Association.

Nathan Behrin, an Isaac Pitman writer, won the World's Championship contest three times in succession, and in 1913 made a record in these contests of 98.3%, which has never been equaled. Mr. Behrin in 1920 made the two most remarkable shorthand records ever made. He wrote for five minutes at 240 words a minute with only one error, and for five minutes at 280 words a minute with only three errors. On February 2, 1911, in the examination for Official Court Stenographer held in New York, Mr. Behrin wrote 200 words a minute on straight matter for Five Minutes with absolute accuracy. The Civil Service Commissioner certified to this in its report of the examination. At a contest given in December, 1919, by the New York State Shorthand Reporters' Association, Nathan Behrin wrote for two minutes at 324 words a minute with only two minor errors. Both light-line and Pitmanic systems were represented, but only Mr. Behrin qualified. This is the first time that over 300 words a minute have been written and transcribed publicly. The above records have never been approached.

Fourteen out of sixteen International Speed Contests have been won by Pitman writers. No Pitman writer was ever trained for these contests.

93% of the New York City days and evening high schools teach the Isaac Pitman system of shorthand. This system is taught in some two hundred and fifty public, private and parochial schools in New York City.

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The Miner Championship Gold Medal (For writers of 10 years' experience and under)

Year	Place	Winner	System
1906	Baltimore	Sidney H. Godfrey	Isaac Pitman

There were three other competitors, two of whom were Pitmanic and the other Gregg. Mr. Godfrey transcribed the 168 words a minute test, and made 8 material errors, his percentage of accuracy being 98.1. The Gregg competitor, Mr. Emil Tretzger, who transcribed the same test, was placed last, making 55 material errors and 27 immaterial errors.

Year	Place	Winner	System
1907	Boston	Sidney H. Godfrey	Isaac Pitman

Mr. Godfrey again won with his transcript of the 165 test, his percentage of accuracy being 96.25.

Year	Place	Winner	System
1908	Philadelphia	C. H. Marshall	Pitmanic

Mr. Marshall, the winner, transcribed the 260 test with 18 material errors and 36 immaterial errors, his net speed being 242. Mr. Godfrey, who came second, transcribed the 220 test with 16 material and 12 immaterial errors, his net speed being thus 238 words a minute. The transcription of the 180 test also handed in by Mr. Godfrey had 859 out of the 900 words dictated absolutely correct.

Year	Place	Winner	System
1909	Providence		

There were nine competitors, including Mr. F. H. Gurtler, a well-known Gregg champion, but all failed to qualify, and the medal was not awarded.

Year	Place	Winner	System
1910	Washington	F. H. Gurtler	Gregg

Mr. Gurtler won by transcribing the 180 test with 38 errors, registering a net speed of 173 words a minute. Compare Mr. Gurtler's record at 180 words a minute in this contest with Mr. Godfrey's at exactly the same speed in the Third Contest. Mr. Godfrey made 5 errors only, Mr. Gurtler made 38.

The Contests for the Eagan International Silver Cup

(For the High Speed Championship of the World)

Year	Place	Winner	System	Percent- age of accu- racy	Net speed per min.
1907	Boston	Nellie M. Wood	Isaac Pitman	96	163
1908	Philadelphia	Nellie M. Wood	Isaac Pitman	98.4	253
1909	Providence	Nellie M. Wood	Isaac Pitman	95.3	264

By winning the Eagan Cup three years in succession, Miss Wood became the permanent possessor of the trophy.

The Contests for the Eagan International Silver Cup

(Open competition for the High Speed Championship of the World)

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(Continued on page 38)

THE Business Educator

COLUMBUS, O.

VOLUME XXVII

COLUMBUS, OHIO, JUNE, 1922

NUMBER X

HAVE YOU?

Have you renewed your subscription for the BUSINESS EDUCATOR?

GOOD.

Here are some of the good things you will find in the magazine next year: **Lessons in Business Writing**, by John S. Griffith, Englewood Business College, Chicago. The outline is already presented, showing an unusually well organized course, written by a penman of great skill.

Students who have brought their writing up to the fair degree of proficiency will be glad to follow this course of Mr. Griffith's and become still more skillful penmen. Do you know where else you could get a course in business writing for a dollar?

Art Penmanship, by Rene Guillard. This is a course for the artist who wishes to learn to write cards, address envelopes or write letters in the ornamental style. If you have mastered business writing fairly well you are ready to take up this course.

Roundhand and Lettering will be presented also. There is always a demand for engrossers who are skillful in their art. Why not make a start by following these lessons?

Can you sell your services? If you can't sell them to advantage some one is apt to buy your time very cheap. A series of articles on Salesmanship will tell you how to get the most for yourself.

Do you really believe in yourself? Do you have any idea that within five or ten years you will be a business executive with a private office of your own? If you don't believe in yourself, and don't expect to accomplish big things, you can hardly expect others to believe in you. Nor are you likely to accomplish more than you try to accomplish.

If you do believe in yourself you know that you will be called on to dictate business letters. Can you do it? You can learn to do it by following the lessons in Dictating Business Letters

to begin in the BUSINESS EDUCATOR next year.

All the above for only \$1.00. See your teacher and renew your subscription before you leave school this spring. The magazine will be sent to your home address if you desire.

Brains improve with use.

If You Can't you will be Canned.

Keep your head up and your feet down.

There is more fun in earning than in spending.

It is foolish to strike when the furnace is cold.

"A Mess of Angleworms." Thus does Everett True, a well known American, characterize an illegible signature on a note presented to him. We suspect the writer of this signature had been paying more attention to movement than to form.

"I tried" may be a boast, a confession, or an excuse.

Blessed are the pacemakers—for they shall be promoted.

CHANGE OF ADDRESS

When you change your address notify us promptly so that the magazine will be sent you without fail. Give us both the old and the new address.

Easy Winners are Hard Workers.

Make firm friends by being yourself a friend worth knowing.

The B. E. this year is the finest ever. I simply devour each copy. Splendid articles, very inspiring. Gives you that "Want to shout it from the housetop" feeling.

ALMA E. DORST,
Supr. of Writing, Public Schools,
West Park, Ohio.
3309 W. 94th St., Cleveland, Ohio.

To get on ahead of others you should get along with others.

THANKS FOR GOOD WORK DONE

During the last year a splendid group of fine teachers have contributed to the BUSINESS EDUCATOR. There is room here merely to mention some of them.

Rene Guillard's "Helpful Writing Lessons" have helped many students to learn to write the style of writing demanded in business.

Mills' Masterly Lessons have shown subscribers what is possible in accurate business writing.

G. D. Griset has contributed plates of unusually skillful script with interesting and helpful subject matter.

Charles T. Cragin's "Little Stories of Business" have encouraged thousands of young men and young women to face the unknown future with determination and courage.

E. L. Brown and P. W. Castello have shown what is possible in lettering and designing.

M. A. Albin has started dozens on the road to Ornamental Writing. His lessons were practical and helpful, giving special attention to the first steps in ornamental writing.

Dozens of other penmen and authors have contributed one or more articles apiece which have helped to make the magazine of interest and value to our readers. To all of them much thanks.

Add to your brains virtue, and to virtue knowledge, and to knowledge action.

Whatever thine hand findeth to do, do it right.

NO NUMBERS FOR JULY AND AUGUST

Following the custom of most Educational Magazines, we publish no numbers for July and August. If your subscription began with the September number this is the last issue you will receive. If it began with any other issue of the year you will get the September number about September 1st.

The BUSINESS EDUCATOR

ARTHUR G. SKEELES - - - - - Editor
BORACE G. HEALEY - - - - - Contributing Editor
E. W. BLOSER - - - - - Business Manager

Published monthly (except July and August)
By THE ZANER-BLOSER CO.,
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SUBSCRIPTION RATES

Students' Edition\$1.00 a year
Professional Edition\$1.50 a year
(To Canada, 10c more; foreign, 20c more,
to pay extra postage.)

The Professional Edition contains 8 pages more than the Students' Edition, these being devoted to articles of special interest to Commercial and Penmanship Teachers. All the specimens of penmanship, and all the advertising are in both editions.

Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

HELPFUL WRITING LESSONS

By RENE GUILLARD

5247 Jefferson Street, Philadelphia, Pa.

Penman, Banks Business College

YOUR PRACTICE WORK WILL BE CORRECTED if you send it to Mr. Guillard with 25c. Send only your best efforts—not all your practice.

TEACHERS sending specimens from ten or more students should remit 10c for each specimen.

INSTRUCTIONS FOR JUNE

This completes the lessons in business penmanship for the school year 1921-22.

The results obtained have been highly gratifying.

The goal of good writing is acces-

sible to all who are willing to make use of part of their spare time.

Bind together your spare moments with the cord of some definite purpose and you know not what you may accomplish.

It is only by doing a thing over and over again that that thing becomes a part of one's life. This applies especially to the art of writing. The more one does in an intelligent manner the more skillful one becomes.

Kind Friends:

This concludes the lessons in business writing for the present school year—1921-22

I wish to thank all of you who have followed it to the end.

Much of the work sent to me during the year was very good and I have noticed the improvement from month to month.

I hope that several of those who have followed these lessons will pursue my course in ornamental penmanship this coming school year.

Yours very sincerely
R. Guillard

Aim to improve your penmanship. Aim to
Be sure you have the correct position. Be
Constant application brings its reward. C
Do your best and use arm movement. D
Ease of execution is most desirable. Ease of
Famous men were usually famous workers.
Good writing is the reward of much work.
Have an ideal and strive to equal it. H
In this you see a fair specimen of my
I is a difficult letter for most students. I
Kinky lines indicate kinky movements.

(Continued on page 12)

There is not enough instruction
in letter formation in grade school
penmanship teaching to enable the
student to acquire a legible hand.
This is perhaps due to the fact
that too much time is devoted to
the practicing of movement drills.
I would suggest an equalization
of these two important factors—
more instruction in letter forma-
tion and less movement drill
practice. — Ruth E. Hoffman.

Miss Hoffman, the writer of the above, is a pupil in the Evanston Township High School, Evanston, Illinois. Some of the good effects of the writing has been lost in the engraving. But look it over. Examine that word "movement" on the next to the last line, or any other word for that matter, and see if you cannot detect in it some of the characteristics of the writing of her instructor, G. D. Grisct, specimens of whose fine script have occupied a page of each issue of the BUSINESS EDUCATOR for quite a while past, and which space we trust he will continue to occupy indefinitely.

As both the subject matter and specimen indicate, Mr. Grisct in teaching knows how to maintain balance in stressing the essentials of good handwriting, and does not over-emphasize one at the expense of another.

Love of ones work is always a great asset.

Many imagine that good writing is a gift.

Never use finger movement in your work.

Oral exercises are necessary at the beginning.

Penmanship has existed for centuries. Pen

Quick movements make smooth lines.

Rest your arm on the table while writing.

Study form as well as movement. Success

Train the hand to obey the mind. Train the

Use an easy arm movement in writing. Use

Very few write a beautiful accurate hand.

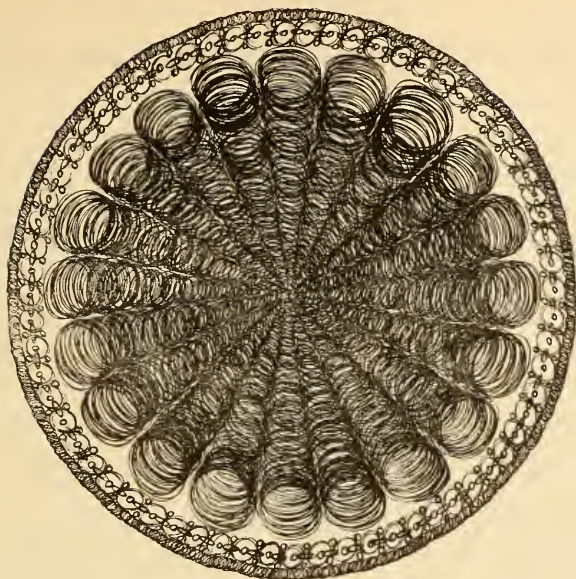
Writing is one of the most useful arts. Write

X is not often used but it must be learned.

You must learn to labor and to wait. You

Zanerian is the name of a famous school.

Are You Working for a B. E. Penmanship Certificate?
Ask Your Teacher About It



This splendid movement exercise was written by ELIZABETH LEEG, a pupil in the Portage, Wisconsin, High School, H. C. WARD, Director of Commercial Department. It shows unusual command of the pen. Several other specimens were sent us showing skill in designing as well as in movement exercises. The signatures written on the sheets sent us show that Miss Leeg is able to write as well as to make ovals. We expect to see Miss Leeg develop into a very fine penman.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m
n o p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0

Mary Pafkos

*This is a specimen of
my business writing after
receiving instructions for
five months as a student in
the Englewood Business College.*

Mae Kinsey

The specimens shown above were written by students in Englewood Business College, Chicago, Ill., John S. Griffith, teacher of penmanship. Mr. Griffith sent us several specimens, all unusually well written. We have selected the ones shown for reproduction, but the work of Ethel S. Riedy, Bertha Zarumba, D. Anderson, Helen C. Olson, Jennie Gustafson and Lenore Thullen is wonderfully fine. Mr. Griffith is giving freely of his skill and enthusiasm, which secured such splendid results in his own classes, in the series of lessons which will begin in September.

Mills' Masterly Lessons in Business Writing

There are several hundred penmen in the United States who can occasionally turn out a single wonderfully accurate letter. There are several score who can write an alphabet or a sentence in a high class manner. But the penmen who can write a paragraph or a page at a uniformly high standard of excellence may be counted on your

fingers.

Here are several specimens of fine art exemplified in a plain business style of writing. It is wonderfully accurate, both as to formation of letters and as to spacing. Every detail is carefully planned and executed in a graceful manner.

There are thousands of students and

not a few teachers whose writing would be very greatly improved by studying and practicing these copies for a hundred hours. If you, ambitious reader, want to be a really high class penman and are willing to give the subject as much as one hundred hours of practice, this is your opportunity to put yourself in the front rank.

\$200.⁰⁰ Amsterdam, Feb. 4, '09.
 Received of H. W. Flickinger
 Two hundred & ⁵⁰/₁₀₀ Dollars
 In full of account.
 G. C. Claybaugh.

\$500.⁰⁰ New York, Jan. 11, 1910.
 Four months after date I promise to
 pay to the order of W. P. Steinhäuser
 Five hundred ^{and no}/₁₀₀ Dollars
 Value received, with interest.
 Laura Schultheis

It is work right along
 From morn until night.
 It is guard against wrong
 If you'd learn to write.

— Words by C. P. Zaner —



Dear Student,

I trust you have enjoyed practicing from the copies contained in my lessons during the past few months and hope you have gained considerable skill as a penman through having done the work as outlined.

Yours truly,

E. C. Mills

business business business business
writing writing writing writing
writing writing writing writing

Ionian Ionian Ionian Ionian
Ionian Ionian Ionian Ionian

The first three lines above were written by MISS DOROTHY DE PENE, and the fourth and fifth lines by MISS EVELYN KRAYENBUHL, both students of the well known penmanship instructor in the Pasadena, California, High School, A. P. MEUB. These specimens are evidence that Mr. Meub knows how to swing a very skillful pen. In points of ease, freedom and legibility the work grades very high. We hope to present more work from time to time prepared by Mr. Meub's students. He is one of the strong teachers and warm supporters of Zaner Method Writing on the Pacific Coast.

Of thee I sing:

Land where my fathers died,
Land of the pilgrims' pride,
From every mountainside
Let freedom ring!

More evidence of good results in Zaner Method Writing that are being secured by FRANK H. ARNOLD, Supervisor of Handwriting in the Spokane, Wash., schools.

The above specimen was written by AGNES ODEGAARD, who is but 12 years old and in the sixth grade. Notice the legibility, the ease and freedom with which it was written, the speed and force of movement.

The Root of the Writing Evil
is in Normal Schools.

Training schools for teachers must do more than they have done in the past to prepare their students to teach writing in an efficient manner. The teaching of correct writing habits is in the hands of the grade school teacher. If she remains incompetent, all efforts made in behalf of rapid, legible writing will amount to very little; for it is during the primary stage that we form the writing habits that go thru life with us. It is of utmost importance that we acquire correct writing habits at the start; for they are the only ones that stay. Such habits that one acquires later always remain, to a certain extent, conscious acts, which are forgotten under stress of hurry and fatigue!

In writing this, I haven't lost sight of the fact that it is not impossible to acquire a professional hand after leaving the grades—as I have done by intensive practice. This method is absolutely impractical, however, for all excepting would be professionals.

G. D. Griset
4/5/22



Teacher's Professional Edition (Supplement)

Pages 17 to 24, Inclusive

THE DANGER IS IN STOPPING

A story attributed to Mark Twain goes as follows:

The humorist was riding once on a local train which traveled slowly when it did travel and made a great many stops. On one of the frequent trips made by the conductor through the train he was stopped by Mark Twain with the inquiry, "Would you mind, sir, if I made a suggestion?"

"No, anything sensible I shall be glad to hear," said the conductor.

"Then Sir, I would suggest that you take the cowcatcher from off the front of the engine and put in on the rear end of the last coach."

"What do you mean by a foolish remark like that?" said the conductor.

"Well," drawled Mark Twain, "at the rate this train is going there isn't the slightest danger that we will ever catch up with a cow, but I have been afraid for some time that a cow might wander in the back door and bite the passengers."

This story comes to mind whenever we hear a Business College man predicting that Public Schools will soon be doing all of the work that Business Colleges have been doing, and that Business Colleges, therefore, will no longer be able to exist.

If the time ever comes when no more progress in commercial education is possible, then we may expect that Public Schools will finally bring their methods up to the highest possible degree of proficiency, and there may then be no need for Business Colleges.

Until that time comes the only danger to Business Colleges from the Public Schools is like the train in the above story, from the rear. It is only when a private commercial school ceases to make progress that the public schools become dangerous competitors.

The place of Business Colleges in Commercial Education is unique. They began as pioneers, they prosper only if and while they remain in the lead, and when they cease to improve their methods they are likely to be forced out of existence.

The Private Commercial School that is forging ahead is in about as much danger of having its work paralleled by the Public Schools as the passengers in a train are of being bitten by a stray cow.

When unemployed meets unemployed, then comes the drop of wage.

An attractive circular from Whitewater State Normal School, Whitewater, Wisconsin, advertises their summer school for commercial teachers. The work offered leads to a state certificate in Wisconsin. The penmanship class is in charge of Chas. T. Tice.

THANKS

Some of the notable series that have appeared this year are the following:

Carl Marshall's Mental Meanderings. The editor has an occasion to write after almost every contribution of Mr. Marshall's. "This seems to be the best we have ever read from your pen." Many readers also remark on the high literary quality of these contributions.

H. A. Roush, Wilmington, Delaware, has given us a splendid series on Public School Writing. The whole series is worthy of being preserved for reference and used as a guide in outlining the work.

Harry S. Basford has laid bare many of the fundamental principles of Business College Advertising. Forms and paragraphs used in successful advertisements are freely given to our readers subject only to the copyright on the magazine. This series is to be continued. See announcement in another column.

MR. GREGG IN ENGLAND

The New York newspapers announce that Mr. John R. Gregg, author of Gregg Shorthand and president of the Gregg Publishing Company, accompanied by Mrs. Gregg, sailed on the Mauretania April 25th for a six months' stay in Great Britain, where he will be engaged in introducing the system into thirty-three of the most important private commercial schools of the Kingdom that have recently adopted the system, and are reorganizing their work for the coming fall. Mr. Gregg is accompanied by some of his associates, experts in commercial education, who will assist him in training teachers and in reorganizing the schools on the successful plans followed in America. With headquarters in London, Mr. Gregg expects to visit and lecture in every important city in the Kingdom.

A booklet called "Silk" has just been issued by the Chamber of Commerce of Paterson, New Jersey. It contains two articles, one describing the manufacture of silk in Paterson, the silk manufacturing center of America, and the other giving a description of the basic weaves of silk. The booklet is illustrated with interior and exterior views of silk mills, cuts of silk machinery, and cuts showing the fundamental cloth designs.

While the booklet has been published for the use of the Civics Class of the Paterson High School, a limited number has been printed for general distribution, and the Chamber of Commerce will be glad to send the booklet to any one for the cost of mailing and handling, 10 cents. This amount may be sent in postage.

ANNOUNCEMENT

The Professional Edition of the BUSINESS EDUCATOR for next year will contain in each issue eight or more extra pages devoted to articles of interest to commercial teachers. The following series of articles are arranged for when this is written:

Advertising a Business College, which was begun in January, 1922, will be continued through several more issues. See the paragraph about this series in another column.

Marshall's Mental Meanderings will be continued. Mr. Marshall is also preparing a series of articles on English, which we hope to publish next year.

The Department of Public School Writing will be of special interest to supervisors of penmanship. The articles this year will be written by Frank H. Arnold, Spokane, Washington.

Besides these series, other series are planned on the subjects of **Salesmanship, History of Penmanship, Commercial Law and Office Methods.** These series are already in preparation and some of them at least will appear next year.

The Business Educator will continue to publish News Notes, reports of conventions, announcements of meetings and other items which each commercial teacher will want to read.

Acorns grow to oaks—if they settle down and take root.

Smile, and your friends will be smiling. Weep and they'll pass you by.

Succeed and give, and they'll let you live.

But fail and they'll let you die.

CONTRIBUTORS TO THIS VOLUME

(Professional Edition)

The list of contributors to the Professional Edition printed below is one of which we are proud. Here are many of the leaders in commercial education today, and in their contributions you read their best thoughts on their specialties.

Carl Marshall.	I. Newton Braithwaite.
H. A. Roush.	Charles F. Rittenhouse.
G. G. Hill.	Frederick H. Gurtler.
Paul S. Lomax.	R. C. Smith.
Gilbert J. Raynor.	Elmer G. Miller.
A. F. Gates.	C. A. Barnett.
M. J. Ryan.	J. S. Oxford.
E. W. Barnhart.	O. G. Martz.
J. L. Zerbe.	Hazel E. Smeed.
Olive Ely Hart.	F. H. Kendall.
Nathan Isaacs.	Clyde H. Marshall.
J. E. Fuller.	Harry S. Basford.
I. Morris Martin.	Geo. E. Bennett.
H. H. Webb.	Elbridge W. Stein.
J. Anton DeHaas.	Robert A. Grant.
J. I. Kinman.	R. W. Carr.
W. C. Wallace.	John Robert Gregg.
J. F. Sherwood.	S. R. Hoover.
Paul A. Carlson.	J. E. Coover.
Helen W. Evans.	
C. E. Birch.	
E. G. Wiese.	



MENTAL MEANDERINGS

By CARL MARSHALL
South Pasadena, California

By Way of Admonishment

The lines of this particular Meandering are to run close to where you live.



It is written in the interest of those untired ones whose cars are purring at the front gate, all ready to swing out on the Big Trip that is to end, forty or fifty years hence, at the Final Archway over which are graven in golden capitals, the magic word, SUCCESS.

Despite the caption, you are not to be bored with advice. I still recall the days of my own youth when I was constantly being nauseated with the dope labeled "Good Advice." I had to take it from pretty much every sort of a grown-up who came near me—my own folks, my visiting aunts, uncles, grandparents, and the rest, also at school, at church, at Sunday School, and even at Fourth of July and country fairs. It was "open season" for me all the year, and everybody seemed to be out to tell me what I ought or ought not to do in every matter of life, from my table manners to the saving of my car. How I used to wish that all the advice factories would shut down—or shut up! I have long indulged the possibly Philistine conviction that good advice is about the cheapest as well as the most useless product of our educational system. People who have brains do not need it; those who haven't can't use it; so, there you are.

Therefore, I am not going to ladle out advice, but something widely different that is called Truth. This is the provender that nourishes thought, and thought is the steam in a man's boiler that enables him to move for himself instead of being pushed or pulled by somebody else. The fool is the chap who ignores truth, idly drifting or rushing pell-mell ahead regardless of consequences. He may do this ignorantly or willfully, but the results are the same in either case. He is due for a smash.

The most important and most fundamental truth I know of, is the fact that every human soul is an engineer in charge of a machine. Back in his cab in some hidden convulsion of the brain the little Ego sits in charge, with his hand at the throttle. His machine is a double one, the Body, visible and palpable, and subject to physical laws; the Mind, invisible and immaterial, and subject to spiritual laws. The Creator has put the little Ego in complete charge. He can conserve these machines to wise uses, or—he can smash them. It is up to him. Whether we like this arrangement or not, we have to put up with it. And we may not avoid the responsibility by soothing

ourselves to sleep with a lazy piety of trusting everything to the Lord. The Lord declines the trust and does not reward it. The ascetic who through a mistaken and perverted piety starves and freezes his body in a damp and unwholesome cell, is penalized quite as severely as the roue who courts vice among the red lights.

So it falls out that the first and indispensable thing in setting out upon the roadway of a successful life is to know these machines of ours, — how they work and how they must be cared for. Fortunately, this course in engineering can be pursued in the light of much dependable wisdom. Most of the facts as to the right and wrong ways of running our bodily and mental machinery are well known, undisputed, and easily accessible. You can buy for a round dollar any one of a dozen books that will tell you all about the right things in the care of the body. The people who are deadening their nerve-centers with tobacco, burning out their insides with booze, or keeping their stomachs distended with unnecessary food, are bad engineers. They are as crazy as a chauffeur who should put acid in his oil reservoir, flood his engine, or pour salt water in his radiator. It simply isn't done by people who know and care what they are about. Of course I know that there are a lot of apologies and alibis for booze and tobacco. It is human nature for people to try to excuse or justify the various fool things they do, but if you want to know the facts, study hospital statistics or get the opinion of any competent physician who is not afraid to tell the truth. If you want to get the real opinion of smokers or tipplers, ask any of them whether he would advise a young man to acquire these habits. Every decent one of them will tell you "No." That ought to settle it.

Then, there is as much to be learned by your own actual experience with your own body and mind as there is from the books. If you watch closely you will pretty soon learn for yourself the things that are bad for you, just as a good locomotive engineer or an electrician may learn much from his own experience.

Of course, the great quality back of good human engineering is the will. If you have not acquired the power to be boss of yourself, you won't get very far in anything. Don't let anybody fool you by telling you that knowledge is power. It isn't. It is no more power than a ton of coal is power when it is lying in the mine. Knowledge is power only when it is put to work. You might have all the knowledge there is about the body and the mind, without its being worth a whoop to you unless you have the sand in your craw to use it. Just get that. I have known a

number of fine physicians in my time who shot themselves all to pieces with booze, tobacco or drugs. They had plenty of knowledge; what they did not have was will.

I read a unique magazine story the other day, in which figured a wise old fellow who held to this axiom: "Anybody can get anything he wants, if he wants it bad enough." It comes pretty near to being true. If you doubt it, read the history of Theodore Roosevelt, Abraham Lincoln, Thomas Edison, and hosts of other strong men who climbed over difficulty to success. But this axiom is not for weaklings. To use it, you must begin by wanting to be strong, and then organize a private gymnasium for both mind and body and work in it till you are strong.

Now what I have set down here is not advice. It is merely sure truth and hard sense as I see it. Whether these or any other fundamental truths will be of use to you will depend on how much grey matter you have in your bean. And that is a thing for you to decide, isn't it?

A Stern and Rock-Bound Coast

Once upon a time Bro. Gaylord took me for a joy-ride from Beverly up the Massachusetts

coast to Cape Ann, some miles above Gloucester. On our way, we passed "Norman's Woe," the scene of the wreck of the good ship Hesperus, immortalized in Longfellow's thrilling verse. It was not a very impressive shore, with its stretches of sand and gravelly beach, interrupted, here and there, by rocks not much higher than a wood-shed, and little dinky wavelets (it would be absurd to call them "breakers") rippling in from a placid blue sea, that a child might have waded in. Perhaps a winter storm might have put tragic grandeur into the scene, but it has never been my fortune to see anything spectacular along any part of the Atlantic shore I have visited, not even Mrs. Hemens' "Stern and Rock-bound Coast" where the Pilgrims landed.

But coming back the other day for my summer sojourn along the Klamath, I had a "close-up" of some thirty miles of coast-line that was the real thing in the matter of charging breakers and lofty cliffs. Compared with it, the tame coast-line of the Atlantic might be the shore of an inland lake.

This wonderful sea-line ride in a big comfortable Pierce-Arrow stage began at Eureka, the lumbering and dairying metropolis of Northern California, situated on the shore of Humboldt Bay, the only enclosed harbor between San Francisco and Portland. Our start was made at seven in the morning and the trip ended at midday, some sixty miles to the north. First came a twelve-mile spin over a fine asphalt roadway, that winds along the bay shore to Arcata, a smart little town near the north shore. Then, another twelve miles through a rich farming country redeemed from the forest, and mostly given over to dairying. The coast region of Humboldt County, with its

(Continued on page 22)



Department of PUBLIC SCHOOL WRITING

OUTLINES AND SUGGESTIONS FOR TEACHERS AND SUPERVISORS

By H. A. Roush, Wilmington, Del.,
High School

ESSENTIALS OF GOOD WRITING

(Continued)

Slant: Extremes in slant, as in all things, should be avoided. No two pupils will naturally slant alike. Writing that is too straight is unnatural and interferes with freedom of movement; while writing that slants excessively is difficult to read, and presents a poor appearance. One of the most important features of slant, for good appearance, is that it must be regular or uniform in all the writing.

Spacing: Legibility as affected by spacing has been explained. Good appearance in writing demands that the spacing be equal and neither too wide nor too narrow between the parts of the letter; between the letters of the words; between the words of the sentences; and between the sentences of the paragraph.

Margins: The right and left margins should be equal. Many prefer margins from $\frac{1}{4}$ to $\frac{1}{2}$ of an inch wide to both sides of the paper. The left margin should be even, while the right margin should be kept as even as possible. If words are divided at the end of a line, the division must be made between syllables. The ruling of the paper will regulate the margins at the top and bottom of the page. Paragraphs should be properly indented.

Neatness: This is an essential element in all writing. Pupils can be neat even though they may be poor penmen. The paper should be kept clean and free from blots or erasures.

Gracefulness: Graceful writing is pleasing to the eye and is the result of curve and harmony in lines and letters produced by a free and easy movement at a correct rate of speed. This element should not be rated again, since it is included in the ratings of Movement and Speed.

Quality of Line: Lines should be smooth, firm and graceful, not rough, weak or stiff. They should also be light and uniform in thickness, not heavy or shaded. Lines that are extremely light will cause eye strain and are to be condemned. They are more frequently caused by pale ink or poor materials than by a touch that is too light. Quality of line, like gracefulness, gives writing a pleasing appearance and is the direct result of good

materials, the muscular movement with a light touch and the proper speed. Both have been rated under Movement and Speed and are discussed here only because they are visible results of Movement and Speed, and the danger of rating them again under Form and Arrangement is apparent. Finger writing may be fairly rapid and legible, but it is neither easy nor enduring (the fingers soon become tired, and cramped), and it can never be graceful or possess a good Quality of Line. It is to be regretted that two of the most beneficial results of Movement and Speed, namely, Ease and Endurance, are almost intangible, and consequently are lost in the rating of muscular movement writing.

The plan outlined below may be found helpful in determining the rating of a class in writing:

Names of Pupils	(1) Position	(1) Movement	(1) Speed or Rhythm	(1) Form and Arrangement	General Average or Rating
Adams, Henry	95%	90%			
Brown, Ada					
Position	95%				
Movement	90%				
Speed or Rhythm	85%				
Form and Arrangement	90%				
4/360%					
	90%	General Average or Rating			

In school systems where the rating is done by letters or other marks instead of by the percentile plan, the equivalent marks can easily be obtained from the percents.

The three main objects of gradation are **Standardization, Promotion,* Help for the Pupil.**

Standardization: Uniform tests and ratings will enable the teacher, principal, supervisor and superintendent to compare individuals, classes and grades. They will clearly define good and poor writing and will make possible the comparison of one system of writing with another. Teachers can measure their efforts and methods, and can in turn, be measured by others. One school, or city, could be compared with another.

Promotion and Help for the Pupil: Above all, inform the pupil of his rating in each of the Writing Essentials, as well as of his Average Rating. To this end, write the pupils' ratings and general averages on their specimens and tabulate these according to the plan shown above. The entire class should now be averaged in all the Essentials, the class average secured, and the specimens, together with the tabulating sheet, placed on the wall for

inspection. The ends sought in measuring handwriting are not only to determine Standards and Promotions, but to acquaint the pupil, as well as the teacher, with his strong and weak points, and thereby serve as an inspiration and guide to future efforts.

Simmons College, Boston, Mass., is offering two courses in Isaac Pitman Shorthand for the summer term of 1922.

For beginners or those who wish to review the principles and theory of shorthand a sixty hour course is offered.

Teachers who are familiar with a Pitmanic system are offered a course of lessons on Methods of Teaching Isaac Pitman Shorthand by Arthur M. Sugarman, of Isaac Pitman and Sons.

Beacom Business College, Wilmington, Delaware, held its annual Alumni Rally at Hotel Du Pont, Wilmington, Thursday evening, April 20th. The Wilmington Morning News mentions this rally in an editorial, and speaks very highly of the enthusiasm and loyalty shown by the Beacom graduates.

Miss Sadie L. Ziegler, Secretary of Rider College, and well known to every student of recent years, is the subject of a splendid article in the Trenton Evening Times of April 26th. This is one of the series of articles under the title "Women Who Work."

From the article we learn that Miss Ziegler is also manager of Rider College's employment service, purchaser of supplies for school and office, manager of the office, and lecturer on business ethics. Visitors at the meeting of the E. C. T. A. at Trenton probably noticed that Miss Ziegler helped to make their stay pleasant, and was unobtrusively active wherever she could be of service.

It is easy to expect to save what you hope to have, but you can't expect to have what you hope to save.

DeWitt Cox is now a teacher in the Commercial Department of the Warwood High School, Martins Ferry, O., to succeed Mr. E. C. Frankhauser.

R. H. Rohmeyer, this year commercial teacher in the Kittanning, Pa., High School, is to be the new head of the commercial work in the High School at Bloomfield, N. J.

Vera Morrell, of Ann Arbor, Mich., has accepted a position to teach in the Adrian, Mich., High School the coming year.

Miss Luella Chapman, formerly Supervisor of Penmanship of St. Paul, Minnesota, will have charge of the penmanship work in the State Normal School, Buffalo, N. Y., next year.



Eastern Commercial Teachers Association Meeting

Trenton, N. J., April 13, 14, 15, 1922

OFFICERS 1922-23

President, F. B. Moore, Trenton, N. J.
V. Pres., Gertrude Craig, Boston, Mass.
Secretary, F. A. Tibbetts, Jersey City, N. J.
Treasurer, L. B. Matthias, Bridgeport, Conn.

EXECUTIVE BOARD

1923—H. E. Warner, Washington, D. C.; J. E. Gill, Trenton, N. J.
1924—F. A. Tibbetts, Jersey City, N. J.; J. H. Seeley, Scranton, Pa.
1925—S. B. Carlin, Rochester, N. Y.; C. F. Gaugh, Springfield, Mass.

Meeting place 1923, Providence, R. I.

These Easterners (very many of whom are from the West) do things on a large scale and with tremendous enthusiasm. Teachers and schoolmen from many States attend these meetings, the foremost Commercial Educators accept places on the program, and the local committee leaves nothing undone to provide profitable entertainment for visitors.

The meeting began Thursday afternoon, April 13, with the usual round of speeches, including two addresses of welcome, one by a representative of Trenton and the other by John Enright, Commissioner of Education for New Jersey. E. H. Norman, Baltimore, Md., dubbed his reply "The Annual Anæsthetic," but it is safe to say that no one went to sleep while he was on the floor. The President's address was a scholarly presentation of the cause of commercial education, especially as it concerned public schools, and the address of Peter K. Emmons, President of the Trenton Rotary Club, was a brief course in Colonial and Revolutionary history. Mr. Emmons (really Rev. Emmons) is a fluent speaker, with an excellent command of choice English.

The Editor must confess to have missed many of the papers and addresses. There was too much going on for any one man to hear it all. Friday morning there were speakers to tell how the problems of Education are being met by the *Class Room Teacher*, by the *State Organization*, by the *City Superintendent*, through *Vocational Training* and in *Continuation Schools*. Saturday morning Dr. Cheesman A. Herrick discussed *Commercial Education* and the *New Internationalism*. Mr. F. G. Nichols, now an Associate Professor of Education at Harvard College, discussed the *Training of Commercial Teachers* and Mr. Robert Grimshaw, New York City, discussed *Economic Preparedness*. It will be seen that the topics discussed were very closely related to the work of both public and private schools, also that they are prophecies for the future rather than postmortems on the past.

Rider College Luncheon

The noon luncheon on Friday was served on the fourth floor of the beautiful new building of Rider College and was complimentary to the members of the Association from Messrs. F. B. Moore and J. E. Gill. Many were the expressions of thanks to these splendid men for their hospitality, and they received as well the congratulations of everyone for their success in building up such a splendid school.

Penman's Paradise

The afternoon Round Tables were splendidly accommodated in the rooms of Rider College. Penmen's Paradise, under the care of C. C. Lister, found gathered together in the large book-keeping room on the first floor about 50 penmanship angels (at least we judged they were all angels since this was Paradise). The program as advertised was given in full.

W. D. Sears, Drake College, Jersey City, N. J., asked for small writing and a style of movement which can be applied in unfavorable as well as favorable situations.

The Editor spoke briefly on the benefit to be derived from practice on the direct oval, pointing out that this practice may be used in learning to make small letters as well as in learning to make capitals.

Miss Alice E. Benbow, Supervisor of Writing, Trenton, N. J., read a splendid paper on "Some Problems of the Penmanship Teacher." We hope to present this paper in full a little later.

Rene Guillard, Banks Business College, Philadelphia, Pa., spoke on the subject "Control in Penmanship," and insisted that students should learn to make accurate letters, as well as free movements. His paper also is worthy of being printed at length.

The last feature on the program was something new in Penmanship Round Tables. **H. A. Roush**, Teacher of Penmanship in the Wilmington, Del., High School, with Mrs. Roush at the piano, presented some "Penmanship Stunts." Mr. Roush is not a novice at this work, for he presented this act in vaudeville for about two years. The various features were greeted with enthusiastic applause. Especially striking was the writing of names of cities so that one was written forward and right side up and the other backward and upside down, and writing two lines at once, one with the right hand and the other with the left.

Entertainments

The entertainment provided by the local committee was up to the usual high standard of the Eastern Commercial Teachers' Association. Thursday night a male quartet entertained with readings and song, after which the ball room was cleared for dancing.

Friday night was the annual banquet, with two noteworthy after-dinner speeches. Ex-Governor Stokes impressed very forcibly on the audience the commercial value of ideas, showing that wealth consists not in things but in thoughts.

Dr. Francis H. Green, Pennington Seminary, announced that his talk would be on "clothes"; but after some witty remarks on the subject of dress in general, he urged all the teachers that they should provide for their students these garments: *Robes of righteousness, A thinking cap, Ties of friendship, and Shoes of happiness.*

Not even a verbatim report of these talks or of the remarks of the Toastmaster, Harry Stillman, would give an adequate idea of the speeches as they were made. The comment heard on every side was that better entertainment has never been furnished at any of the banquets of this association.

The Dinner Conference held Thursday night to consider the topic "College Entrance Credits in Commercial Subjects," was the occasion for some excellent talks. The discussion was of no particular value because it revolved around the question of credits and degrees, which are merely incidents in education, instead of around the child and his best interests, which must always be the center of any worth-while discussion of educational topics.

"RIDER COLLEGE WILL NOW CONFER DEGREES"

Under this heading the Trenton papers of May 5 announced that the New Jersey State Board of Education has granted to Rider College the right to confer the degrees of Bachelor of Accounts and Bachelor of Commercial Science on graduates of their school, subject, of course, to certain requirements on entering.

This recognition will doubtless be followed by similar authority granted to other schools doing high class work, and is a distinct forward step in commercial education. Considered in connection with the new courses offered at Harvard under the direction of F. G. Nichols, this augurs better recognition for commercial training.

L. L. Kerney, Principal of the Port Huron Business College, reports that the next day after the school had burned he had secured the third floor of the Bush block and had ordered furniture and typewriters, and within two weeks the school was in operation. They have rooms in one of the most prominent buildings in the city with elevator service, and the promise is good for a big school.

Prof. Oba R. Garrett, of Brantley-Draughton Business College, Fort Worth, Texas, is a Radio Fan, as well as a penman. From a recent letter we learned that he is President of the Fort Worth Radio Club and that they have an Instruction Station in Wireless Telegraphy at the College in connection with Telegraph Department. The call is 5Y5.



Advertising a Business College

By HARRY S. BASFORD,

Business Manager of the National Advertising Service Company
1424 Lawrence St., Denver, Colorado

No. 6. Prestige from Advertising

While the primary object of school advertising is and probably always will be to sell scholarships to new students, yet there is a real and important result from advertising in the way of building up reputation or prestige for the school.

Whenever you put out a piece of publicity in any form, it creates some sort of an impression if it attracts any attention at all. Even though you may not receive a single enrollment or definite inquiry from certain advertising, nevertheless, this ad is filling some part in making the reputation of your school. In other words, it is building prestige for you.

And this operation of acquiring reputation or prestige is constantly going on; your advertising playing an important part in the impression that your school makes on the mind of the public and the way in which it is regarded in your locality. Many other things besides advertising will also help in building a reputation. Some of these are the appearance and standing of the faculty and officers of the school; another is the school policy and its business relations with the students; still another is the relations which exist between the school and local business houses, banks, etc.

As this series of articles is devoted to advertising, only, I wish to show how the advertising of a school may be used to build up the reputation and prestige of a school and to make it clear to school managers that this result of good advertising is an added benefit for which nothing extra is paid. It therefore becomes important to get as much prestige as possible from the advertising done by the school, and there are a number of ways in which this may be accomplished.

Truthfulness and an air of sincerity rather than exaggeration and bombastic or extravagant statements are extremely important in creating the right sort of impression upon the public. People who read advertising are very keen to note any improbable statements in what they read, to discount such remarks down to what they consider the proper level, and the advertiser suffers accordingly. It therefore behooves every school to keep all statements made in advertising copy within reasonable limits. Even if some apparently exaggerated statement is true, it may be well to tone it down somewhat unless positive proof of its truthfulness is offered.

There is a delicate and diplomatic way of handling a subject which creates favorable prestige in any piece of advertising, and it is quite a study to learn just what course should be steered to secure the maximum benefit by avoiding all those things which

might react in the opposite direction from the object of the publicity.

On the other hand, certain things are in themselves favorably regarded by the public, and of course it is easier to get the reader of advertising to react along these lines. For example, age, stability and experience are attributes of a school and its teachers which appeal favorably to every one. If a school has been established a great many years it is therefore proper to make some mention of this fact on the letterhead or in advertising matter that is printed. The standing of a school in its own community is an important consideration and letters of recommendation or reference from banks, commercial associations and other such sources often play an important part in a successful advertising campaign.

I know of a business college that advertised for years that it was recommended by every bank in the city where the school is located. Later this school advertised that two hundred banks recommended its methods. Another school uses a carefully worded letter of recommendation from the local Chamber of Commerce in its advertising with very good effect.

The relations of a school with its graduates or students in helping them to secure positions to their liking is a very important point in school advertising, and in many sections of the country it seems to be the accepted belief that purchasing a scholarship in a business college carries with it a guarantee of a well-paid office position after completing the course. Many schools foster this attitude by advertising that they guarantee a position to every student. Other schools are more conservative, and their advertising states that they will assist students in securing positions. The attitude of every school on this point must be decided individually, but most important of all is to state the attitude and policy clearly in all references to this matter in the school advertising. It is certainly a mistake to mislead students, either directly or by inference on this matter.

The students and alumni of a school should be its friends and boosters. By

direct effort and also unconsciously they may give great benefit to the school which naturally they know so much about, and I know of nothing more pitiful in the business college world than a school filled with disgruntled students, whose graduates rarely have a good word to say about the institution where they secured their business training.

The standing of a school in its own community and its relations with banks, business houses and other employers of office workers has a great deal to do with the ability of a school to place its students in good positions. If a business man feels that he can depend upon the judgment exercised in sending him office helpers from a business college, he will come to rely more and more upon this source of supply, and if he employs many people, will furnish a very desirable outlet for graduates on completing their courses. Such a condition is very desirable, and it can be acquired only because the school policy is such that it really deserves the consideration and co-operation shown.

The principles which govern the building up of prestige or reputation apply equally to both large and small schools. Of course, the reputation of a large school will naturally be more wide spread and its influence greater than the smaller school, but the smaller institution may be even more highly regarded by those who know it best.

It requires high ideals and a steadfast purpose to adhere to these ideals on the part of the leading spirit of any educational institution if it is to grow in size and advance in successful usefulness, but it pays to maintain high principles and to see that the policy and purpose of a school is correctly referred to in its publicity.

I have been impressed with the necessity and importance of advertising to parents and guardians instead of directing all school publicity to the prospective student, who in many cases is a young boy or girl more or less dependent upon the advice of parent or guardian who may also be the principal or only support of the young person.

In order to fill what I considered a gap in the advertising of most schools, I therefore prepared a folder directed to parents or guardians and entitled "When Your Boy or Girl Leaves Home; Then is the Time you Want to be Sure you Have Selected the Right School." This little four-page folder was illustrated on the front page with a young boy about to board a train to go away from home to school. The



Reproduction of a letterhead design in which the origin and age of the school is featured to make for confidence and prestige in the mind of the reader.



balance of the copy of the folder is reproduced below:

It is a critical time in the lives of young people when they leave home for the first time to attend school. No matter what the home training has been, the character will be greatly influenced by their lives in a school removed from the home town.

Parents and guardians usually decide what school shall be entrusted with the responsibility of training the youths under their care and the problem of choosing the right school is one of great importance. In view of the far reaching results of such a momentous question as choosing a school, we have prepared this folder to help you decide correctly.

First of all you want a school where you know your sons and daughters will be surrounded by good influences; you want them to gain in character as well as knowledge and mental training; you want them to get practical education that will be of real value to them in the years to come and that will make them independent.

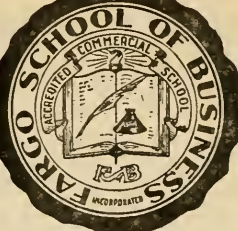
A business school like this fulfills all these requirements. While we specialize in business training, with courses covering all kinds of office work, the training of the school is by no means limited to this work. Students are also taught initiative and are trained to use good judgment, while the social side is not neglected.

You expect a school to accomplish many things that you cannot do yourself for those young people in whom you are interested. We feel this responsibility and we are able and ready to do your part in preparing young people to take their places in the world with credit to themselves, to you, and to the school.

The world today needs earnest workers instead of shirkers. Education is the logical cure for many of the ills of the day and the best way to solve the problem of discontent may be found in educating our youth to become ambitious, enthusiastic workers in those fields for which they have a liking. The field of business offers wonderful opportunities to young people today and it is the purpose of this school to prepare young people to fill office positions upon completing their courses and without wasting months of their time after graduating in "Getting Experience," as it is often called. They get the experience under actual conditions as they exist in business offices right here in the school.

We are always willing to advise prospective students, their parents and guardians in the selection of courses and every influence of the school is directed toward helping the students to complete these courses as rapidly for them.

The commercial courses of study offered have been selected with great care; we have a faculty of experienced and competent teachers; and the instruction is



How a trade mark design is used by one school on its letterheads and other advertising. Emblematic designs like this are very useful in school publicity and they may be made both dignified and impressive.

thorough and practical throughout every course. That important element known as school spirit is developed and the student is constantly being taught, often by suggestive methods, to develop high principles of honor and morality. Just the right amount of restraint and discipline is used to keep the students from harmful influence while keeping them interested and enthusiastic.

It is a source of great satisfaction to this school to know that none of the students can remain here for long without profiting greatly in acquiring knowledge that will benefit them all their lives. Those who complete their courses stand high in those qualities which make great and good men and women.

It is outside the province of this folder to go more into details of the training that this school offers your son or daughter. It is rather an introduction to a few of those paramount points that we know you will recognize and appreciate.

You are invited to visit the school or write for any information desired that will help you to decide intelligently and wisely in choosing a school. Do not hesitate to write us frankly and we will reply promptly with dependable information along the lines about which you may inquire.

An expensive advertising campaign may bring many inquiries and new students, but no school can be permanently successful unless its policies bear out every claim made in the advertising, and unless the school is favorably regarded by both students and the outside public, who have relations with it.

NEWS NOTES

Miss Faye P. Devereux is to be a new commercial teacher in The Gilbert School, Winsted, Conn., the coming year.

Miss Florence M. Lombard, this year with the White Plains, N. Y., High School, is to teach in Passaic, N. J., at the beginning of the new school year.

Roy H. Paynter, a recent graduate of the School of Commerce of Ohio University, Athens, is to be a new commercial teacher in the Olean, N. Y., High School.

Miss Mildred Robinson, a graduate of the 1922 class of the Secretarial School of Russell Sage College, Troy, N. Y., is to teach next year in Eastport, Long Island.

C. A. Balcomb, of Wausau, Wis., is the new Director of the School of Secretarial Science in connection with Michigan Business and Normal College.

MARSHALL

(Continued from page 18)

moist sea air, cool summers, and iceless winters, is the milk and butter Paradise of California. At the mouth of Little River we came out upon the coast and followed it to the mouth of the Redwood, thirty miles to the north. Across a bend of the shore-line three miles ahead rose the bold cliff of Trinidad Head. Behind it, there is an open roadstead of deep water, where ships may anchor when there are no southwest storms. This fair-weather harbor has the convenience of a short wharf along the landward side of the cliff. A flourishing whaling station is located at Trinidad, the whales being of the small black variety that are common along the whole California coast. They are hunted by crews in gasoline launches, slain by harpoon guns, and then towed into the harbor. They yield considerable oil, but are much

less profitable than the larger whales of the far north.

A wide and substantial macadamized road has lately been completed along this fine stretch of coast, and a trip over it is a constantly varying scenic treat. Most of the way, the road hugs the shore closely, now winding down into canyons nearly to sea-level, and now climbing to dizzy points hundreds of feet above. Towering black porphyritic rocks rise sheer from the sea, or project in ragged reefs into it. Upon these, the tremendous swells break in frothy fury, often darting their white tongues up the face of the cliffs for a hundred feet or more. The comparative absence of typhonic storms along the American coast, gave the Pacific its name, but near the shore, even when the weather is of the mildest, it is anything but "pacific." The long swells average double the height of those of the Atlantic, for the reason that they are generated by fierce tropical storms thousands of miles away, also because the strong counter trade winds steadily drive the billows from regions far away in the tropics. Everyone has noticed how the height of the waves on a pond or small lake increases with the distance from the windward shore. The swells of the Pacific often come in series, each from a different storm-center. The crests of these may coincide with one another, or with the regular swells, and in this case, there is a swell that may be double the height of the ordinary ones. When one of these big fellows strikes the shoal water, it will rise to the height of fifteen or twenty feet, and comb over with a roar like a miniature Niagara. The booming roar of these great rollers may be heard for as much as ten or twelve miles away if the wind is right. Some ten miles to the north of Trinidad there is a remarkable group of lagoons or brackish water lakes that are separated from the sea by narrow strips of sand. These lagoons are from one to three miles long and a mile or two wide. The stage-road passes to landward of them, and the view as one bowls along the hills above these blue sheets of water is most beautiful. I have seen nothing like it anywhere else in America, not even among the lovely lakes of Wisconsin and central New York. The picturesque beauty of these lakes of the Northwest Coast is reinforced by their background of blue ocean and the great rocks rising to seaward. In addition to their scenic attractions, they swarm with fish, mostly steel-head and cut-throat trout, while in the winter they are covered with wild ducks of many kinds.

I have seen most of the Atlantic shore-line from Maine to Florida, and that of the Pacific from Astoria to San Diego, but this line of contact between mountain and sea, from Trinidad to the Oregon line, is far and away the finest of all. If you doubt this, all I can say is, "Come and see it for yourself."

Today may be used either for yesterday's work and today's worrying, or for today's work and tomorrow's planning. It is better to plan than to worry.

National Association of Penmanship Supervisors

Benton Harbor, April 25, 26, 27, 1922

Officers for 1923-24

President, **H. C. Walker**, Supervisor of Penmanship, St. Louis, Mo.

Vice President, **Miss Sarah K. Munn**, Rock Island, Ill.

Secretary-Treasurer, **Elmer G. Miller**, Director of Penmanship, Pittsburgh, Pa.

Executive Committee, Chairman, **F. P. Duffy**, Supervisor of Penmanship, Duluth, Minn. **Miss Lena Shaw**, Supervisor of Penmanship, Detroit, Mich. **C. A. Barnett**, Supervisor of Penmanship, Cleveland, Ohio. **Tow Sawyer**, Supervisor of Penmanship, Indianapolis, Ind.

It was decided that the meeting of the advisory board, consisting of the above officers and executive committee, should be held at Detroit, Michigan, April 25th and 26th, 1923. Supervisors who wish to attend will be welcome at this meeting.

The next meeting of the association will be held at St. Louis, Mo., April 23, 24, and 25, 1924. The slogan for the St. Louis meeting suggested by Mr. Walker was OHASL, which is interpreted to mean "One Hundred At St. Louis."

Enthusiasm was rife at Benton Harbor, and every person present expressed himself as having received help in his work.

Positiveness in statements was conspicuously lacking. Not a single speaker told his audience that he knew exactly how penmanship should be taught, and that all they needed to do to secure uniformly ideal results was to follow the instructions he would give. Rather, the spirit manifested was one



H. C. WALKER
President, 1923-1924

of inquiry, and while every speaker told of plans he was trying which he hoped would lead toward the goal of uniformly good writing, at the same time he was willing and anxious to learn from the experiments and experiences of others.

This spirit made the meeting one of great hopefulness. The supervisors present realized and admitted that we are living in a changing world, that new problems are constantly arising, and that the solution which meets the needs of today may not be adequate for the needs of tomorrow.

If any person brought a hatchet to grind, he buried it promptly in the

sands of Benton Harbor. Commercialism, arch enemy of the association, was not in evidence at the meeting.

Benton Harbor, as represented by its school officials, Chamber of Commerce and citizens, entertained the association royally. Supt. Jensen and W. G. Wisely, Principal of the Junior High School, were untiring in their efforts to promote the comfort and pleasure of the members of the Association. The meetings were held in the club room of the new high school building, one of the finest we have ever seen. The club room was provided with cushioned chairs, and all facilities for the meetings. Automobiles were provided to take the members to and from the hotel and to the public schools in the afternoons. On Wednesday evening the Chamber of Commerce provided closed cars for a thirty mile drive through the world-famous fruit belt around Benton Harbor.

The address of welcome was given Tuesday morning by **Supt. F. A. Jensen**. In a few cordial words he extended to us an invitation to enjoy the best that Benton Harbor had to offer. This address was responded to gracefully and aptly by **E. G. Miller**, Pittsburgh.

The president's address was a brief outline of the work of supervisors of penmanship. **Miss Breckenridge** was complimented many times for her splendid work in keeping the Association alive through the last few trying years and for arranging such a good meeting.

The editor of *The Business Educator*, the first speaker on Tuesday morning, suggested that the problem of good writing in the public schools is to be solved through trained teachers, and insisted that the training of teachers was the most important part of the work of the supervisor.

On Wednesday morning **A. M. Carmine**, Longwood Commerce High School, Cleveland, Ohio, spoke on "Penmanship as a High School Job."

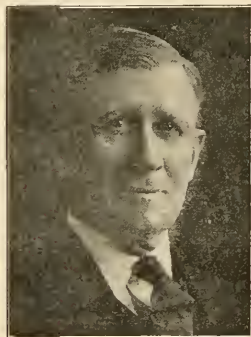
The Three Busy B's Who Kept Things "Humming" at Benton Harbor



C. A. BARNETT,
Supervisor, Cleveland, Ohio
Chairman Executive Committee, 1922



LAURA JANE BRECKENRIDGE,
Supervisor, Crawfordsville, Ind.
President, 1922



J. H. BACHTENKIRCHER,
Supervisor, Lafayette, Ind.



Mr. Carmine emphasized the fact that good penmanship for adults must be taught in the high school rather than in the grades. Many of the members spoke very highly of this address, and the editor was sorry that he was unavoidably kept away while it was being delivered.

"**Rural School Supervision,**" by J. H. Bachtenkircher, Lafayette, Ind., was a revelation of what can be done in rural schools by a competent and enthusiastic supervisor. Where can we find a thousand supervisors to improve the penmanship throughout our rural schools? The opportunity is there, but the requirements is not only penmanship ability, but salesmanship.

Tom Sawyer, Indianapolis, Ind., an expert in music and an expert in penmanship, told entertainingly of how he combined music and penmanship to develop rhythm and fluency in handwriting. Perhaps many of his hearers might question their own ability to carry the correlation of music and penmanship to the point suggested by Mr. Sawyer, but all of them received many suggestions for enlivening the penmanship lesson.

"**Testing Handwriting**" was the subject of a talk by Lena M. Rovick, Muskegon, Mich. Miss Rovick prepares graphs showing the standing of a given grade in all the schools, and uses this as a means of arousing interest in penmanship.

"**Optimism versus Pessimism in Supervising Handwriting**" was the subject of a talk by Ella M. Hendrickson, Lakewood, Ohio. Miss Hendrickson described some experiments tried to secure better correlation between penmanship and other subjects. She quoted a pupil as saying "If the teachers would keep after us, we would write with the arm all the time."

H. C. Walker, St. Louis, Mo., said that the question, "Whether the Scale is Worth While" is to be considered in relation to an ideal scale, and that this should cover the following five points:

First: It should reduce the variability of judgment to a minimum.

Second: It should reduce the labor of grading specimens to a minimum.

Third: It will be based on a common acceptance of what good writing is. Mr. Walker believes that the ideal writing to be secured in the public schools should be the kind of writing that is popular with business men.

Fourth: It should be composed of specimens of pupils' writing. The forms of the letters should be such as are written by pupils in the schools.

Fifth: It should provide a scale for all grades, and a scale for each grade.

The things the ideal scale will accomplish include the following:

First: It will increase the interest of the principals in penmanship.

Second: It will stimulate interest among the pupils and teachers.

Third: It will lead to a recognition of individual differences in writing.

Fourth: It will save the time of the supervisor.

Mr. Walker described briefly the method followed in developing a scale for the St. Louis schools. He stated

that the principals in the schools demanded a scale scientifically developed and he believed such a scale should be used in order to secure the best results in penmanship, through the joint efforts of the supervisors, principals, teachers and pupils.

A spirited discussion arose regarding devices for securing the proper position of the hand, pen and arm. Some supervisors are experimenting with such devices, and report encouraging results. The idea of most of those persons seem to be well expressed in this sentence: "Devices have a legitimate place as a means of measuring or testing results; but you cannot hope to teach correct position by forcing the pupil to use it."

The method followed in the Detroit schools was described by Miss Lena Shaw, supervisor of penmanship. She pointed out that some specimens were recently discovered which had been written by pupils in 1876. Thirty of these pupils were asked to submit specimens of their present writing, and it was found that these present specimens graded very much lower than the specimens which had been written in school. Several of these person mentioned that they would not want their children taught as they were taught to write.

A study of handwriting in various grades showed that the writing improves from the first to the eighth grade, and then in high school drops back to the level of the sixth grade. 32% of the pupils in the high school wrote no better than the third grade pupils wrote. These results would be about the same in other school systems.

Miss Shaw then described the method by which children in Detroit schools are helped to analyze and diagnose their individual difficulties and the penmanship tasks that are given them to improve their handwriting. "The success of the teacher is to be measured by the percent of the pupils who reach the desired results." "The task of the teacher is to stimulate, aid, and reward. The part of the pupil is to make the effort and appraise his work."

In one of the discussions Mr. P. G. Greenwall of State Normal School, Kalamazoo, asked what the normal schools should teach regarding penmanship. The following were some of the replies given: First: Letter formations. Second: How to write well on the blackboard. Third: How to keep a good position during the writing lesson. Fourth: How to express their personality in penmanship writing.

Mr. Greenwall complained that when the normal school teacher is asked to teach boncheads, they prove to be stumbling blocks.

Visiting Schools. On Tuesday, Wednesday, and Thursday afternoons, the members of the association visited the public and parochial schools at Benton Harbor and St. Joseph. They were taken to various rooms and saw the lessons taught by the regular teacher. Many words of praise were given for the work done, for while these supervisors would, no doubt, have been able to point out mistakes that were made in any one of the rooms visited, they ap-

preciated the difficulties under which all teachers work, as well as the special difficulty in giving a lesson under the eyes of a room full of strangers, and they agreed that all the teachers of the schools visited were doing good work and getting good results. If they saw any mistakes being made, they merely resolved to avoid similar mistakes in their own classrooms.

NEW ENGLAND Summer School for Business Teachers

George P. Lord, president of the Salem Commercial School, has been elected Director of the Summer School and will personally conduct the classes in arithmetic teaching methods, and in school management.

Carl A. Cederberg, B. C. S., supervisor of advanced accounting courses at Salem Commercial School, will have charge of the accounting and book-keeping work. He will be assisted by **T. H. Fanning** and **N. C. Johnson** of the Salem Commercial School faculty.

Gregg Shorthand Teaching Methods will be in charge of **Walt H. Mechler**, Ph. B., assistant professor of Secretarial Science, Boston University, with **H. A. Ling** and **H. L. McMath** of the Salem Commercial School faculty as assistants.

Penmanship instruction will be handled by **Miss Kathryn B. Murphy**.

Typewriting will be presented by **B. A. Dane** and a corps of assistants from the Salem Commercial School faculty.

Afternoon entertainment has been provided as follows:

Monday afternoon—Getting settled at boarding places.

Tuesday afternoon—Trip to Hygrade Lamp Company, manufacturers of incandescent lamps.

Wednesday afternoon—Special day at famous Salem Museum.

Thursday afternoon—Trip through United Shoe Machinery Co.

Friday afternoon—Essex Institute Day.

Saturday afternoon—Shore Dinner at Salem Willows.

Sunday afternoon—No program.

Monday afternoon—Trip to Naumkeag Mills.

Tuesday afternoon—Sightseeing in Old Salem.

Wednesday afternoon—Trip to General Electric.

Thursday afternoon—Revere Beach.

Friday afternoon—Salem Chamber auto trip along the North Shore and around Cape Ann.

Saturday afternoon—Homeward bound.

Boarding places will be provided either at the student boarding houses of Salem Commercial School and Salem Normal School or at several first-class summer hotels.

Miss Elsie Allen, Teacher of Penmanship in Coalinga, California, sent us a number of specimens, 152 of which secured Certificates. Fifty-six of this number were the High School Certificates. This is another California city in which splendid results are being secured by the use of the Zaner Method.



Bookkeeping Philosophy

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The development of the principles of bookkeeping is continued from the article published in the May number.

This is only the barest outline of a course such as would be given to students. Many more examples should be worked out, and more complete explanations given. Probably the outline shown here should serve as the basis for a month's work.

JOURNALIZING AND TRIAL BALANCE

The first step in bookkeeping is to record the transactions as they are made. The very first records are usually in the form of letters, orders, checks and other business papers. These papers are known to the bookkeeper as "vouchers," and from them entries are made in the books.

While the entries can be made in the form suggested in the April number, merely a statement of what was done, it is more convenient to record them in such a way as to show the accounts affected by each transaction and the sides of the accounts to which the amounts should be placed. For this purpose the Journal (or Journal Day-book) has been evolved and is in common use by bookkeepers.

In the Journal there are two money columns in which the amounts to be entered on the left hand side or right hand side of the ledger are written. On the same lines with these amounts the names of the accounts are written. This is usually done when the first permanent record is made of the transactions.

Since the names of the accounts and the amounts of money are part of the record very little more writing is required to make a "Journal entry" than is required to write the transactions in the form given in the April number.

(The students should journalize the transactions given in the May number and then post them to the ledger. This will be a duplication of the work he has already done in determining the accounts to be credited and debited, and in adding the amounts to the ledger. There are, however, enough different elements to make it worth while to repeat the work.)

Other similar lists of transactions should have been analyzed in the same way in connection with the work given in the April and May issues, and these transactions also should be journalized and posted.

By this time the students should have learned certain specific rules for debiting and crediting such as "Debit Cash account when cash is received," "Crediting a personal account when they pay us cash on account," etc. From these various transactions the general rule for debiting and crediting accounts should be developed, if possible, by the student. Accept provisionally any rule that is given and find out

by applying it to the transactions whether or not it holds true. Then word it properly, if the pupils are unable to do so, and have them memorize it.

Posting should be explained to students as transferring the accounts from the journal to the ledger. Students will be already familiar with the reason for placing the amount to the debit or credit of ledger accounts. They should now be taught the order in which the various items should be entered. Reference figures to pages in the ledger and journal should be included also.

From the ledger accounts as posted from the journal, to the trial balance, is a natural and easy step. It is plain that since there is a debit and credit for each transaction, the total of the first column in the journal should equal the total of the second column in the journal. If now each item in the first column in the journal is posted to the left-hand side of the ledger and each item in the right-hand column posted to the right-hand side in the ledger, the total of the debits in the ledger should be equal to the total of the credits. Taking the balances in the ledger instead of the totals is merely subtracting the same amount from each side.

In this lesson as in the lessons pre-

ceding, students should be asked to work several simple exercises, journalizing, posting, and taking the trial balance until they learn the steps to be taken and until the reasons for these steps are plainly brought out.

Compound journal entries may be taught as soon as the trial balance is understood. They are best explained by making first, separate entries and then combining the amounts having the same name; illustrations are given below.

PREPARING FOR PROMOTION

When will you learn to dictate letters?

It is pretty certain that you who read this will some time have occasion to dictate letters. Nearly every business man finds it necessary to dictate. Not only is there a saving of time, but as a rule his letters are expressed in better English than would be the case if he wrote them himself.

It is not hard to learn to dictate, although it does require a little practice. Opportunity for that practice will be given in a series of lessons to be published in the BUSINESS EDUCATOR next year. In connection with the exercises in each issue there will be an article on letter writing written by an expert.

Every ambitious young man and young woman who has enough confidence in himself to believe that he will some day dictate to a stenographer should follow this course of lessons. To many of you they will be worth more than the price of a subscription for ten years.

EXAMPLES OF TWO JOURNAL ENTRIES COMBINED INTO A COMPOUND JOURNAL ENTRY

(Simple)

John Smith	\$121.50	
Mdse. 54 T. R. M. @ \$2.25.....		\$121.50
Sold 1 car coal B. & O. 147890.....		
Cash. Received in part payment.....	50.00	
John Smith of above.....		50.00

(Compound)

John Smith, on account.....	71.50	
Cash, part payment.....	50.00	
Mdse. 54 T. R. M. @ \$2.25.....		121.50
Sold 1 car coal B. & O. 147890. Received cash, \$50.00; balance on account.....		

(Simple)

Mdse. Bought 100 T. Poca.....	715.00	
Jones Coal Co. R. M. @ \$7.15.....		715.00
Jones Coal Co. Gave note on account.....	500.00	
Notes Payable. Dated Feb. 1, 1922, 60 da.....		500.00
Discount @ 6%, 60 days.....	5.00	
Jones Coal Co. allowed them.....		5.00

(Compound)

Mdse. Bought 100 T. Poca. R. M. @ \$7.15.....	715.00	
Discount on note, 6%, 60 days.....	5.00	
Jones Coal Co., balance due.....		220.00
Notes Payable. Dated Feb. 1, 1922, 60 da.....		500.00
Bought 100 T. coal, gave note @ 60 days in part payment.....		

(It will be seen that the Compound Entry affects accounts exactly as the Simple Entries do, but the Compound Entries take less space, and save at least one posting.)



Little Stories of Business

By CHARLES T. CRAIGIN
Holyoke, Mass.

A KENTUCKY MOUNTAINEER The Story of a Supervisor

PART I

The sharp whip-like crack of a rifle penetrated the night air of the little hamlet of Hardin, high up in the hill country of the Kentucky Mountains, and Jed Lawrence, practicing penmanship at a rude table in the rear of his father's corner grocery store, jumped up and went to the window peering out into the darkness, penetrated faintly by the light of the waning moon. No sound followed and Jed went back to his work. A tall, lean, but graceful mountaineer of twenty-one was Jed, six feet in his stockings, with keen, grey eyes under bushy brows, hawk-like nose, strong, full chin, thin lips, and lithe and active as a panther. The youth had, in some way or other, come into possession of an old Gaskell Compendium, a work on penmanship that set the boys of this country to spilling ink at a furious rate a good many years ago. There was plenty of leisure. The boy had a natural artistic taste and he had developed no mean degree of skill in the handling of a pen. Indeed, he was quite famous among the hill men who regarded his writing as something marvelous.

I suppose Jed would have grown up a Kentucky Mountaineer if it hadn't been for that crack of the rifle which sounded like the snap of a whip lash on the still night air; for that rifle shot, indirectly, sent him out of the Kentucky Mountains and made him the subject of this story of mine.

That rifle shot marked a new outbreak of the Tolliver-Carpenter feud which had been quiescent for five or six years. The T-C feud started some time after the close of the Revolution in a dispute over about two dollars worth of damage done by a Tolliver razor-back hog breaking through a Carpenter brush fence and getting in a corn-patch, or it may have been the other way around; the identity of the hog, whether of the Tolliver or Carpenter clan, had never been clearly established. But a law suit was the result, the plaintiff got a few dollars damage, and naturally was waylaid and shot by the defendant. Then the plaintiff's son got even by plugging a member of the other family, and so it went along from generation to generation until the little mountain graveyard was dotted with tomb-stones inscribed to departed Tollivers and Carpenters who had "gone West" in the intermittent seasons of the feud.

The cause of the rifle shot was this: The Tollivers had for a long time been

doing a thriving business in liquid moonshine distilled in a cave under a mountain waterfall. Somebody disclosed the secret of this hidden well of moonshine to the revenue officers at Frankfort. They came up there, made a raid, smashed some quite expensive copper stills and retorts and spilled several barrels of perfectly good extract of joy into a mountain stream, to the great delight of the fish, who went on a wild spree following the raid. The Tollivers suspected one Buck Carpenter of being the cause of this unceremonious, uninvited, and very unwelcome visit of the revenue men and the next morning after Jed Lawrence heard that crack of the rifle, somebody found Buck Carpenter in the middle of the trail which led from the hamlet to the mountains with his boots on and his toes and eyes turned up towards the blue sky. He was very dead indeed, with a nice smooth bullet hole drilled through his heart back into his spinal column.

A Lively Session of Court

The doctor dug the bullet out and they kept it. The bullet was from a rim fire cartridge of 50 caliber, and the only gun in Hardin that carried that kind of a cartridge belonged to young Ike Tolliver. So, they arrested Ike and brought him down to Hardin for trial at the session of the county court held there, and it was a lively session. The day of trial brought every mountaineer within ten miles to the little court house at Hardin. Judge Landus, an old time mountaineer who had gone into the lowlands, presided. The Judge knew the ways of the mountain and realized that he was sitting in a powder magazine when he took his place on the bench. Young Tom Breckenridge had been brought up from Louisville to assist the District Attorney in the prosecution of the case. Young Tom was an orator, and nobody knew it better than he. Not many witnesses had been summoned on the part of the government, but enough to show that Ike Tolliver was the only man in Hardin who owned a rifle which could have contained the bullet which shattered the spine of Buck Carpenter. The motive was plain enough but the evidence was purely circumstantial, and the lawyer who defended Buck, a long haired mountaineer, brought that fact out very plainly, and moreover there were a half dozen Tolliver who swore on the old court Bible, and would have sworn on a stack of Bibles, that Tolliver was playing cards with them in a mountain shack a dozen miles away from the place of the killing on the evening when Buck came to his finis.

It was quite evident before the case went to the jury that they would fail to convict. The Tollivers were correspondingly elated and the Carpenters

bathed in gloom. There was a state of tension between the two parties that crowded the court room. All might have passed, however, if it had not been for the desire of Tom Breckenridge to air his eloquence at the expense of old Ase Tolliver, head of the clan, a grizzled old mountaineer, who carried on his face and neck the scars of two or three knife fights, and who lugged around in his lean body several specimens of lead collected in encounters of past years. Breckenridge had no use for the mountaineers, "Hill Billies," he called them, and in his closing speech of the prosecution he sailed into them rough shod, and pointing his finger at old Ase Tolliver he denounced him as a real murderer, hiding behind his clan, and helping the killer to escape by perjury, which ought to send him to the penitentiary if not to the gallows. This speech, given in the attorney's most brilliant and phosphorescent manner, was the spark that set off the train. It was more than old Ase Tolliver could stand. With an oath he sprang to his feet and fired point blank at the attorney who, leaping aside as he saw the weapon drawn, barely escaped the bullet and it crashed into the skull of the clerk who sat just behind the attorney and in an instant the Sheriff fired at old Ase who went down with a bullet in his shoulder, and that was the signal for a regular "Kilkenny cat" affair, in which "a good time was had by all."

The Judge ducked under his desk. The District Attorney didn't stop to conclude his speech but went through the window, not stopping to raise the sash, and taking a bullet in his ribs at that. Four men were killed and a dozen taken out of the court room badly shot up before the smoke of battle rolled away and things calmed down for the jury to go out, which it did in a hurry. A verdict was unnecessary, for one of the flying bullets in the court room had found the prisoner and evened up the score of Buck Carpenter.

The Departure

Jed Lawrence was not in the court room but his father was, and the old man said, after the fracas was over and the dead men had been lugged out and prepared for burial and the wounded patched up ready for another scrap, "Boy, this country's getting too lively for an old man like me, and it ain't no kind of a place for you to grow up in. We have got a little money left and we'll just leave this land up here. It won't run away. I'll sell the store and we'll take our things and move down into the low country and let you go to school for a while. I never had no education to speak on, but you've got a little from the brothers up there at the Convent, and I'd like to have you get more."

And so, in the fall of the year, after the crops had been gathered, old man Lawrence, a widower, sold the little corner store for a few hundred dollars and with the boy and his widowed sister, whose husband had "gone West" in the court room outbreak, moved to Louisville and Jed entered a business

(Continued on 2d following page)



You Can, Too

STORIES OF HARD WORKERS
WHO WIN

(This series will be continued next year.
Don't miss it.)

FROM OFFICE BOY TO PUR- CHASING AGENT

By W. E. Douglas, Goldey College,
Wilmington, Del.

When Charles R. Holton began his course at Goldey College, Wilmington, Delaware, he was an office boy with the American Bridge Company, at Edge Moor, Del. His salary of \$4.00 a week was needed to enable him to take his business college course. Therefore he enrolled in the night school. He had already graduated at the age of 13 from the Cecil County High School at Elkton, Md., and had worked for one year in a grocery store in his home town, Iron Hill, Md.

Even while in school he displayed unusual ability and a determination to do things unusually well. His stenographic course was completed in one night school term, but Mr. Holton was not contented merely to pass the test required for graduation. He wanted to win Honor Grade standing. Therefore he returned to night school for three months longer, graduating with honor. This is an indication of his spirit in doing all his work. He is not satisfied merely to get by—he wants to get on. Instead of merely doing what he must, he does what he can.

His skill in stenography enabled him to secure a position with Bush & Rayner, Wholesale Lumber Dealers of Wilmington. Eight months later he secured a position at Ambridge, Pa., as chief clerk to the general manager of the American Bridge Company's plant.

Two years later Mr. Holton became secretary to the Vice-President and General Manager of the Pennsylvania Steel Company at Steelton, Pa. During the next eleven years he advanced from one position to another until his company was absorbed into the Bethlehem Steel Company headed by Charles M. Schwab. Mr. Holton was transferred to the purchasing department of the Bethlehem Steel Company. Here his genius as an organizer, and his business ability secured for him in six months the position of assistant purchasing agent. On January 1, 1921, he was made Purchasing Agent. In this position, he controls the expenditures of the hundreds of millions of dollars annually for this great corporation.

Mr. Holton still puts to practical use his knowledge of stenography, using it in a personal way, as do many other men of affairs who have found their business college training a stepping stone to success.

AWARDS IN THE PENMANSHIP CONTEST

The specimens of business and ornamental writing presented in the Penmanship Contest which was announced in the October, 1921, and March, 1922, issues, were of such a high order of merit that it was very difficult in some cases to choose the prize winners. After a careful inspection of all specimens the list given below was chosen.

The specimens presented in the Ornamental Contest were especially gratifying. It is not uncommon to hear the remark that ornamental penmanship is no longer attractive but the specimens submitted show that several new penmen are being developed. We think it likely that some of the work can be presented to our readers next year.

Another Contest

We announce now that there will be another Contest in both Business and Ornamental Writing during the next school year. Full particulars will be given in the September or October number. Watch for them. In the meantime, do your best so that you will be ready to compete when the Contest is held.

In several of the classes there were fewer specimens than there were prizes, so that every one who submitted a specimen received either a prize or an honorable mention. Others might have received recognition by sending in their specimens. It should be said, however, that the specimens submitted were all worthy of prizes. (The numbers given below refer to the divisions of the contest as stated in the announcement.)

Business Writing. 12. Teachers of ten years' experience.

First prize, John S. Griffith, Englewood Bus. College, Chicago, Ill.

First prize, Marietta C. Ely, Asst. Supr. of Penmanship, Los Angeles, Calif.

Second prize, S. R. Cech, Grand Island, Nebr.

Honorable mention, Mrs. Doris L. Stearns, Springfield, Mass.

In this contest the work of Mr. Griffith is so good that we could not but award him a first prize. However, since he will present the lessons in THE BUSINESS EDUCATOR next year, we thought it only fair to award a second first prize, which goes to Miss Ely.

12. Teachers of five years or less experience.

First prize, G. C. Greene, Goldey College, Wilmington, Del.

Second prize, E. C. Ringold, Draughton's Business College, Atlanta, Ga.

These were the only specimens submitted in this division of the Contest, and both are examples of high class business writing.

13. Specimens of business writing from students in Business Colleges and High Schools.

Prizes of subscription to THE BUSINESS EDUCATOR was awarded to the following:

Isami Koide, Lincoln High School, Los Angeles, Calif.

Mae Kinsey, Englewood Business College, Chicago, Ill.

Mary Pajkos, Englewood Business College, Chicago, Ill.

G. B. Dailey, Patrick Commercial School, York, Pa.

Margaret M. Sheahan, 99 Simpson Ave., Toronto, Ont., Canada.

A dozen written cards were awarded to the following:

Helen C. Olson, Englewood Business College, Chicago, Ill.

Dora Barber, Mansfield High School, Mansfield, Ohio.

Westelle Gartner, Draughton's Bus. College, Atlanta, Ga.

D. Anderson, Englewood Bus. College, Chicago, Ill.

Jennie Gustafson, Englewood Business College, Chicago, Ill.

Victor Pusko, Englewood Business College, Chicago, Ill.

Williamina Miller, 5 Collochie Street, Toronto, Ont., Canada.

Bertha Zarumba, Englewood Business College, Chicago, Ill.

Luis Molina, San Diego High School, San Diego, Calif.

Elsie Norred, San Diego High School, San Diego, Calif.

The work of these fifteen students were all of a very high order, several of the specimens being almost professional in skill.

14. Artistic Penmanship. Only a few specimens were received from teachers, and none from teachers having had more than five years' experience.

First prize, James E. Brown, 1028 Main Street, Buffalo, N. Y.

Second prize, G. C. Greene, Goldey College, Wilmington, Del.

15. Artistic Penmanship from students in Business Colleges and High Schools. Several specimens were received showing that ornamental penmanship has a number of followers among students still in school. The following were awarded prizes:

Isami Koide, Lincoln High School, Los Angeles, Calif.

L. D. Mack, Mack Business College, Clyde River, N. S., Canada.

16. Pages of Artistic Capitals. The prizes for capitals go to Raymond A. Long, Kansas City, Mo., and R. H. Harrison, Jr., a student in Draughton's Business College, Atlanta, Ga.

16. A dozen written cards go to each of the following for specimens of Artistic Penmanship submitted:

J. L. Patent, High School of Commerce, Toronto, Ont., Canada.

Ross R. Garman, Akron, Ohio.

Westelle Gartner, Draughton's Business College, Atlanta, Ga.

While Mr. Holton was still in school, his zeal, industry and determination to get ahead distinguished him above his fellows. These same qualities applied to business have brought him frequent promotions until now he holds an exacting position of great trust.

20th Century Bookkeeping^{AND} Accounting

CRAGIN

(Continued from 2d preceding page)

college in that city, took a course in bookkeeping and very soon attracted attention because of his fine penmanship, for the many hours of practice he had spent in the long days of leisure in the mountain store had made him really skillful in the art beautiful and useful. It was at a teachers' convention in Cincinnati that Jed for the first time met that rare genius and kindly gentleman—the late C. P. Zaner—who with his partner, E. W. Blosier, had established a school of Pen Art in Columbus, Ohio. Zaner was speaking on the subject of "Supervisors of Penmanship in our Public Schools." Jed was introduced to him, made some inquiry about the Art School and obtained useful information regarding the duties of a supervisor, and as a result of this information, the next summer he went to Columbus and spent two months in the summer school where he took up the work of supervisor and learned his duties, as well as greatly adding to his skill as a penman, and Zaner said to him, "If you want a position as supervisor of writing, I can get you in at the City of Claremont."

The Young Supervisor

Claremont—of course the name is fictitious—had a population of about a hundred thousand and was the center of a rich section of country, but its penmanship had been of the "go as you please order." The writing period in the public schools was a rest period for the pupils, and the teachers taught any style they pleased, mainly the copy book with its steel engraved perfect copies; but the business men of the town had put up a protest against the slow, if legible, and completely illegible, if rapid, style of writing they got from the graduates of the public schools. And so, it was decided to have a supervisor, and down there in September went Jed Lawrence, a little shaky in his mind about his ability to handle the situation but with the mountainer's confidence in his ability to pull through some way and with the Kentucky gift of eloquence which made him a good speaker.

It is not necessary to give any details of Jed Lawrence's life as a supervisor of penmanship; he had the usual difficulty in getting a large number of teachers, the old ones especially, to agree with his views, but Jed was a persuasive and tactful young man, and he won out as such a man always will, if he has the ability to show his own skill in the subject he is presenting. During the three years that followed he greatly improved the work of the pupils of the public schools and, naturally, as cases of disputed penmanship arose in business affairs, he was called upon as an expert and several times appeared in court where he proved an admirable witness, for he didn't "go off half

cocked," as the saying is; he decided in his own mind very thoroughly before he advanced an opinion, and no bullying or ragging by an opposing counsel could shake him or his testimony. Jed became interested in this matter of disputed writing, and he bought and read books of Ames, Osborn, and Carvalho, so that he was well up in the methods pursued by these masters of Art. And then Jed had his big adventure.

The Woman in the Case

"Mr. Lawrence, there's a lady in the parlor waiting to see you. She's been here some time, she's in mourning and she seems to be in some kind of trouble. I guess you'd better see her as quick as you can." This from Mrs. Douglas, the elderly widow with whom Jed took board and room.

"All right, Mrs. Douglas, I will see her in just a minute." And Jed gave his hair a lick and a whirl as he hung up his coat and found his way into the best parlor, seldom open to visitors, where, on an old fashioned, hair-cloth chair of the vintage of 1845, sat Rose Ellison—"the woman in the case." And a very attractive woman in the case she was in spite of the attire of solemn black with just the relief of white collar and cuffs that clothed her shapely form. A face, by no means beautiful, but full of expression, looked out from masses of dark brown hair, with anxious brown eyes and a musical voice which said:

"Mr. Lawrence, I am in great, very great trouble and I have come to you for advice and perhaps, and indeed I hope, for help."

"Well, young lady—"

"Miss Ellison is my name — Rose Ellison."

"Well, Miss Ellison, I am a Kentuckian, and men from Old Kentucky are always ready to help a woman if there is any such thing. What can I do for you?"

"I will tell you my story as briefly as I can. For a great many years, ever since before I can remember—and I am twenty-one years old—my uncle, Edward Ellison, has been town treasurer of Lakeville, which you know lies up here in the country thirty miles from Claremont. For the past four years I have been away at Normal School and teaching, only coming home for brief holidays at Christmas and once in the summer. I noticed that my uncle was failing mentally but I did not see enough of him to fully realize to what extent he had suffered, until three months ago I got a telegram saying that he had broken down completely and was taken to a sanitarium for mental treatment. I came home in a hurry, went to see him and found him a complete mental wreck. He did not know me except for a brief flicker of intelligence that lit up his eyes when he saw me for the first time—Last week Monday—that's ten days ago—he died, and

the books of the town have been examined. Auditors have been called in and they say that my uncle was a defaulter for more than fourteen thousand dollars. They have attached his property. The auditors are now making out their report, and if what they say is true, it will take every dollar he had to make up this defalcation, and my aunt, his younger sister, now quite an old woman, will be left like myself, penniless, for I, according to his will, was to have half of his property."

"Mr. Lawrence, I do not care for the money so far as I am concerned. I'm young and I can take care of myself, but it will be very hard for my aunt and, far more than anything else, I value my uncle's memory. I know he was a good man, I do not believe he would wrong anyone. They say he speculated in stocks. It does not seem possible to me, and I want you to go up to Lakeville, look over the papers there, and tell me what you think about it. I have been advised to come to you by those who know you here."

Jed Lawrence went to Lakeville and examined the affairs there as completely as possible. He found a much confused set of books. It was very evident that the mind of the town treasurer had been failing for a long time in fact, for several years. Much of the time he had depended upon his younger sister, the aunt, to fill out receipts, write letters, fill out checks and drafts and notes to which he had signed his name. Much of this work was done on the typewriter, a Remington, which he owned. Sometimes he did the filling himself, sometimes the aunt. For the past year or two she had done most of this work and he simply signed his name in an old fashioned, angular, strong, but rather shaky hand. Hundreds of canceled checks had been returned, the defalcations were apparently caused by speculations in stocks which began several years back, and at first the checks had been made out on his own bank account, but for the past three or four years increasing in number from the bank which held the town deposits in Ellison's name. This bank was located in Claremont, and there was in the bank deposit more than fourteen thousand less than appeared on the town books.

Jed Lawrence stayed there till midnight and before he took the last train into Claremont, a down freight with a caboose car attached, he handed a bunch of checks to Rose Ellison with the remark, "There are eleven checks covering something like sixteen thousand dollars and I'll stake my reputation that every one, or all but one, of these checks are forgeries."

Forgery is a pretty serious word in the criminal calendar. Up to within a very short period of time, less than fifty years, it has carried with it the

(Continued on 5th succeeding page)

M.A. ALBIN'S

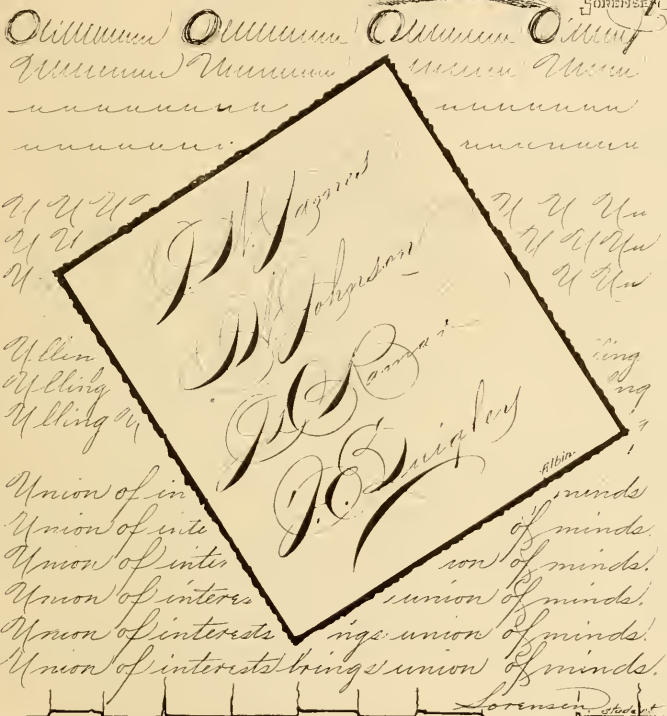
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VISITING BUSINESS COLLEGES

Several large Business Colleges were visited by the Editor on his way to the E. C. T. A. meeting.

At Pittsburgh, Pa., he found a large and interesting group of students in Duff's College. Through the courtesy of P. S. Spangler, Principal, and Karl M. Maukert, Head of the Business Department, he was permitted to speak to the students of bookkeeping.

As announced in our April number, Duff's College has just purchased new quarters, making it not only the oldest private commercial school now in existence in the United States, but one of the largest and best equipped.

At Goldey College, Wilmington, Del., he met a number of old friends, including W. E. Douglas, J. E. Fuller and Jay W. Miller, and was again allowed to speak to the students. This school is enjoying a good attendance in spite of the reaction from war conditions, which was quite severe in Wilmington.

In Wilmington it was also our pleasure to speak to the students in Beacom Business College at the cordial invitation of D. C. Sapp and A. H. Hiron. Mr. Beacom is visiting the Mediterranean region of Europe, Asia and Africa at this time, but his school is being conducted very ably by the co-operation of teachers under the direction of the gentlemen mentioned above.

At Banks Business College, Philadelphia, Pa., we met Mr. Rene Guillard, who is conducting a series of lessons in Business Writing in THE BUSINESS EDUCATOR this year. He assured us that the lessons in Ornamental Penmanship would be up to an equally high standard. This school occupies its own building, and we met a large and enthusiastic audience. Credit should be given to Mr. Lloyd, Principal of the school, for his courtesy in arranging the talk.

At Peirce School, Philadelphia, Pa., we met two former Zancarians, Mr. M. J. Ryan, Head of the Penmanship Work and I. S. Light, his assistant. The greeting from Mr. Louis Burdelle Moffett, Director, Mary B. Peirce, Prin., John A. Luman, Vice Prin., and Harry E. Bartow, Secy., was most cordial. They reported a total of 1427 students enrolled in their day school during this school year, with a present attendance of about 1000. This certainly puts Peirce School among the very largest private Business Schools in the United States. Do any of our readers know of a larger?

At Rider College, Trenton, N. J., we received most cordial greetings from every one connected with the school. Mention must be made of Messrs. F. B. Moore and John E. Gill, who acted as hosts to the Eastern Commercial Teachers' Association that week, J. R. Summerfeldt, Principal of the school and Harold W. West, Pennman. Thru their courtesy the Editor was introduced to the student body gathered in the Auditorium on the fourth floor of their beautiful new building.

(Continued on following page)

The loser is a loser when and because he gives up; the winner is a winner as long as and because he keeps on.

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VISITING BUSINESS COLLEGES

(Continued from preceding page)

At the **Twin City Business College**, Benton Harbor, Michigan, F. C. Marshall, Principal, the editor had the privilege of speaking before a fine group of business students. Mr. Marshall is proving that a business college in a small city may not only be a paying venture, but may make a real contribution to the business community.

Detroit has three large private business schools. In all of them the editor was received most cordially.

A. F. Tull, Detroit Business Institute, paid us the honor of calling his students together and giving us the opportunity to speak to them. There was a large room full of bright, enthusiastic, young men and young women whose very appearance would commend them to any business man.

R. J. Maclean, of Detroit Commercial College, introduced us to three groups of students, two of which were studying the two-year course in higher accounting, and the third was a class in shorthand. This school has made a record for itself in both shorthand and typewriting, and the work in all departments seems to be of a high order.

At the Detroit Business University, Mr. J. D. Tremain welcomed us, and we spent a few minutes very pleasantly in discussing school matters.

At the High School of Commerce we had the pleasure of meeting two acquaintances of several years ago, J. L. Holtsclaw, Principal, and Miss Cora Holland, of the Shorthand Department. We also met Arthur D. Skeeles, well-known to many of the readers of the **BUSINESS EDUCATOR** as a penman.

Ida M. Gordon, Supervisor of Penmanship in the Clarksburg, W. Va., Public Schools, recently sent us a large number of specimens to be examined for Certificates. A total of 246 specimens were found to be up to the Certificate standard, 47 being up to the High School standard. This is an indication that Miss Gordon is securing unusually good results in penmanship work. She has been doing good work in previous years, and the result of continued effort is seen in this splendid record for this year.

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COMMERCIAL EDUCATION AT HARVARD UNIVERSITY

By F. G. Nichols, Association Professor of Education

(As announced in our May number, Harvard University has organized a department for the training of commercial teachers, with Mr. Nichols in charge. The brief description of courses offered shows the broad scope of the work, and the thoroughness with which Mr. Nichols has analyzed the problems of commercial education in public schools.

Business college managers will notice that little or no attention is paid to their problems.—Editor.)

The Courses

1. One course runs through the entire year. It deals with problems of secondary school commercial education and is intended for commercial teachers in public and private schools, directors of commercial education, commercial department heads, business high school principals, and those who have completed subject matter courses in the commercial subjects and desire additional preparation to teach those subjects or to supervise others who are teaching them.

The scope of this course, in which much research work will be required, is indicated in the following suggestive but incomplete outline:

1. Commercial curriculums.
 - a. For the Junior High School (yrs. 7-8-9).
 - b. For the Senior High School (yrs. 10-11-12).
 - c. For the Four-Year High School (yrs. 9-10-11-12).
2. Basic factors that underlie commercial curriculum making.
3. The unit-year curriculum as a solution of the "short" and "long" course controversy.
4. Urgent need for differentiated curriculums to meet the widely varying needs of commercial pupils.
5. Subject teaching versus training for business.
6. The part which related academic subjects play in business training.
7. Recent modifications in academic requirements that simplify the problem of providing adequate business training for high school pupils.
8. The technical and semi-technical commercial subjects and their arrangement by years.
9. After the curriculum has been set up such major commercial subjects as business writing, commercial mathematics, junior business training, bookkeeping, commercial and economic geography, typewriting, shorthand, office practice, commercial law, and business English and correspondence will be considered as to
 - a. Their definition and importance.
 - b. The primary aims which are to be achieved through their use.
 - c. The content that is essential for the accomplishment of the above aims.
 - d. The more important instructional methods that have been satisfactory in accomplishing established aims.

- e. The equipment that is regarded as necessary in using the above methods.
- f. The types of tests and examinations that have been found effective in measuring the extent to which aims have been achieved.
- g. The supplementary books, bulletins, and articles that will be useful to teachers of these subjects.

11. Another course runs through the first semester only. It deals with problems of general administration of commercial education and is intended for principals, superintendents, vocational education directors, and others who have to do with commercial education in an administrative way. For this course knowledge of subject matter is not a prerequisite. The following topics suggest its character:

1. History of commercial education with special reference to successful and unsuccessful experiments that have been made in this field of education.
2. Present status of commercial education.
3. Relation of commercial education to vocational education as at present organized.
4. The commercial education services that are maintained by the Federal government.
5. The importance of state supervision of commercial education.
6. The urgent need for co-ordinating all types of commercial education in a city school system under one directing head.
7. The need for better commercial teacher-training facilities and how to meet it.
8. Research as a factor in the further development of commercial education.
9. Co-operative, or part-time, commercial courses.
10. Special problems in commercial education in rural schools and in city schools.
11. Urgent need for reorganization of commercial education in the evening school.
12. How to meet the new problem in commercial education presented by the continuation school.
13. Vocational guidance as applied to business training.
14. Placement and follow-up as a test of efficiency in commercial education.

111. A third course runs through the second semester as a continuation of the half-year course described above. It is intended for those who know the commercial subjects, have taught them, and who wish to prepare for the supervision of commercial education in a state or city school system. Commercial education directors have been appointed in many cities and in a few states. Further developments in this direction are being slowed up because of a lack of qualified candidates for such positions. There are many excellent teachers of commercial subjects. There are many thoroughly competent and experienced senior high school

commercial department heads. But there are few people who by training and experience are qualified to organize and supervise business training courses in the several types of schools referred to and insure that articulation between them which is absolutely essential to their highest development in the interests of the boys and girls of our cities and towns. It is to increase the supply of this latter group that these graduate courses are being offered.

In this third course the topics considered in the second course referred to above will be reconsidered in greater detail and from the point of view of the commercial education supervisor or director rather than that of the general

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educational administrator. In addition many other supervisory problems will be considered. The following brief list illustrates their character:

1. The specific local research studies that should be made to discover just what kinds of evening school commercial courses should be offered.
2. The need for teachers specially trained for evening school work and how to meet this need through evening school teacher-training courses.
3. The best method of handling the registration of evening school commercial pupils so as to insure to each one the kind of extension training needed.
4. How to reach prospective commercial pupils and their parents with authentic information regarding the wide range of business employments to the end that wise choices of courses may be made.
5. How to direct commercial education in a city or state system without unduly curbing individual initiative.
6. The duties of a director of commercial education (a) in a city school system, (b) in a state school system, and (c) in a single high school.
7. How to deal with problems of selecting equipment, instruction materials, and texts.
8. How to make job analyses of the more important commercial positions.
9. How to secure the co-operation of local business men as individuals and in groups.
10. How to organize and conduct part-time or co-operative commercial courses.

Research is an important factor in educational advancement. No agency has been established to make much needed investigations in the field of commercial education. It is hoped that these graduate courses will afford an opportunity for that research work which alone will furnish an adequate basis for sound conclusions on many of the perplexing questions that have been raised by recent commercial education surveys.

Thus it will be seen that the new Harvard courses will not come into competition with already established courses. They will supplement the good work being done by other schools and colleges. The instructor who gives the courses and those who take them will become a service agency which may be counted upon to render material aid to all who are in any way connected with business training. The results of research work done doubtless will be made available to all in the form of books, bulletins, magazine articles, pamphlets, and in such other ways as may suggest themselves from time to time.

Push and Pull are signs on opposite sides of the door. Use Push to get in—then Pull for your firm.

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Mr. Walter has sent us some other specimens which will appear next year.



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PEN DRAWING AND LETTERING

The start words, "This Certifies That" were designed for a diploma and show one of the practical uses of decorative pen drawing. Lay off design in pencil perhaps one-third larger than the copy, giving special attention to form, masses and balance. An accurate pencil drawing with all the color values properly placed should be obtained before any ink is applied. Study the thickness and arrangement of the pen lines used in tone values.

We will again repeat the suggestion that you use Zanerian drawing ink, the best for pen drawing and lettering. All drawings for zinc etching must be executed in ink that is intensely black. Use a fine pen excepting on background of initial; these lines were ruled in with a No. 5 broad pen.

Study the little pen sketch representing Minerva, the Roman Goddess of Wisdom. Its color values are quite interesting. The lettering was executed with a No. 2½ broad pen. Aim for regular size and spacing. Excepting the prominent words, this style of lettering is called Engrossing text.

This lesson design is worthy of close study, and we recommend careful, painstaking work in suit success.

CRAGIN

(Continued from 5th preceding page)
death penalty in the Courts of England, and it means a long term in States Prison now. The Bidwell brothers drew a life sentence in England less than fifty years ago for their forgeries, which took five million dollars out of the Bank of England. Jed was startled, for when he began the investigation he had no doubt that old man Ellison, in failing mind and dabbling in stocks had embezzled the town money, as he had every opportunity, for it was a sprawling country town made up of people who took little interest in its business affairs so long as the taxes were not too large and the town bills were paid. The treasurer had their utmost confidence. It is only the man who has our utmost confidence who gets a chance to embezzle. It only took a swift examination to single out those eleven checks for Jed knew how to look for forgery, and the next day he went to Mr. H. C. Wilson, Broker in Stocks, Bonds, and Securities, with an office in the Mutual Life Building. Not an imposing office, just a waiting room with a blackboard around it where stocks were listed, an office with a cashier and a boy to operate the black-

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E. L. Brown, '22

board, and Wilson himself kept the books.

Wilson had begun as a clerk for a well known Wall Street house which had a branch office in the city of Claremont. But a few years previous to the date of my story he had left their employ and opened an office for himself, which was doing business with a class of small investors, who speculated on a two point margin, for this took place in the days when the bucket shop opened a wide field for small gamblers who could risk a few dollars and were satisfied if they made a few dollars profit, which was a somewhat rare occurrence, for the bucket shop generally got the two dollar margin.

(Was Edward Ellison, former town treasurer, a defaulter? If not, who had taken the \$14,000? Jed found out, but the story is too long to tell here. Read it in the September number. If your subscription expires with this number see your teacher. The second installment of this story is worth a dollar.—Editor.)

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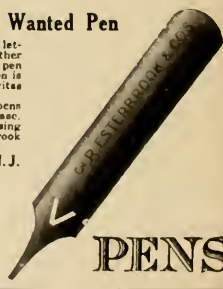
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PENS



If our readers examined carefully the specimen of writing on page 13 of the May number attributed to M. Otero Colmenero, they must have been surprised to see that it was postmarked St. Louis. This specimen was written by H. B. Lehman, Central High School, St. Louis, Mo., and it was a mistake on the part of the editor to attribute it to Mr. Colmenero.

Mr. J. F. Fish, of Northwestern Business College, Chicago, Ill., recently submitted to the Editor a number of specimens of writing from his students and asked him to select the best specimen. All were so good that the task of selecting the one best was rather difficult, but the choice finally fell on the work of **Adeline Trost**. Her movement exercises are especially skillful and the business writing is quite good. Second choice was given to the work of **Belle Du Puis**.

The Southern California Commercial Teachers' Association met at Los Angeles High School May 6. A feature of the meeting was a typewriting contest, which was won by May Wallworth, of Santa Ana High School.

The President of this Association is **R. E. Oliver**, Long Beach, and the Secretary, **Miss Jessie Wyant**, Long Beach.

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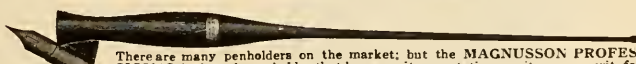
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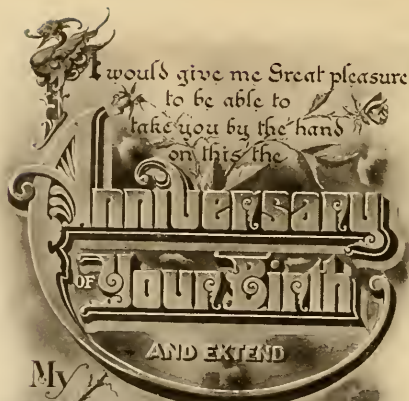
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For information address **Rochester Business Institute, Rochester, N. Y.**



Engrossed by G. E. Van Buskirk, Newark, N. J., and engraved and printed as a birthday card.

Christina B. Cameron, Supervisor of Penmanship in the Richmond, California, Public Schools, sent us a number of specimens from her pupils in the eighth grade and fifty-two of them were found to be up to the Grammar Grade Certificate. This school is keeping up the high standard of penmanship set by most California schools.

"Go to High School." This is the title of a leaflet published by Pierce School, Philadelphia, Pa., encouraging young men and women to continue their high school course before taking their technical training in this school. It is a splendid little piece of literature and suggests hearty co-operation between business colleges and high schools.

THREE PHOENIX PENMEN

It is not often that three first-class penmen and teachers of writing are employed in one high school. Such is the case, however, in the Union High School, Phoenix, Arizona, in which institution C. L. Michael, W. B. Simpson and J. H. Glass are instructors. Mr. Michael is head of the commercial department, Mr. Glass has charge of the bookkeeping and penmanship department, and Mr. Simpson is instructor in Elements of Business, Business Administration, penmanship and bookkeeping.

For some years Mr. Michael has been doing much good work in Arizona in the cause of better writing. He is an old Zanerian student and a firm believer in the Zaner Method of Writing which is adopted for use in the schools in that state. He taught penmanship and typing in the Flagstaff Normal last summer.

We imagine that in very few high schools are better results secured in handwriting than in the Union High School of Phoenix, due to the interest, skill and teaching ability in this work of these three instructors.

There are one hundred and eighty students taking penmanship in the Phoenix Union High School.

Miss Bertha M. Pearce has been appointed Supervisor of Writing in the public schools of Lima, Ohio, to succeed Miss Elizabeth Disman, whose years of faithful service have enabled her to retire.

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BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

The Teaching of Commercial Subjects, by Isaac Pitman & Sons, New York City. Cloth cover, 128 pages.

This book is one of the series of books comprising the New Educator's Library. The New Educator's Library presents in a convenient form that is likely to appeal to many specialist teachers and others whose interest lies in a select few of the aspects of education much of the subject matter of Encyclopedia and Dictionary of Education recently issued by the publishers; in fact, the scheme is due in a great measure to suggestions that many readers of the latter work pointing out the desirability of issuing in sectional form the authoritative contributions on the various subjects. The contents of this book are as follows: Commercial Education, Municipalities and Commercial Education, Theory and Practice of Commerce, Bookkeeping, Accountancy, Business Training, Business Correspondence, Pitman's Shorthand, Typewriting, Commercial English, Commercial Geography, Commercial History, Commercial Arithmetic, Banking, Insurance, Company Secretarial Work, Commercial and Company Law, Copying of Manuscripts, Indexing, Commercial French, Commercial German, Commercial Italian, Commercial Spanish.

Success Through Vocational Guidance, by James McKinney and A. M. Simmons. Published by the American Technical Society of Chicago, Illinois. Cloth cover, 270 pages.

The contents of this book are as follows: Taking an Inventory, Leadership, Profession, Engineering, Commerce Accounting, Advertising, Manufacturing, Banking, Transportation, Building Trades, Hotel and Restaurant Keeping, Mining, Forestry, Civil Service, Social Service and Agriculture.

The Play Movement in the United States, by Clarence E. Rainwater, A. M., Ph.D. Published by University of Chicago Press. Cloth cover, 371 pages.

This volume is an analysis of the play movement in the United States. It is the first attempt to produce a complete and authentic report of the structure and concept of function of that movement. It comprises more than a description of sand gardens or playgrounds for children, since the term

"play" is used to embrace most of the activities occurring in social and community centers, in community music, drama, and pageantry, and in community service and organization. This study, however, is not merely a composite of the statements of previous writers on the subject, whose accounts are often fragmentary and contradictory and vitiated by propaganda motives, but an attempt to reconstruct a view of the events in question based upon primary rather than secondary sources, such as pictures, programs, published reports, and personal experiences and observations of the writer.

Heredity and Environment, by Edwin G. Conklin. Published by Princeton University Press, Princeton, N. J. Cloth cover, 379 pages.

Some of the most important chapter headings are as follows: Chapter 1: Facts and Factors of Development; (A) Phenomena of Development, (B) Factors of Development. Chapter 2: Phenomena of Inheritance; (A) Observations on Inheritance, (B) Statistical Study of Inheritance, (C) Experimental Study of Inheritance. Chapter 3: Cellular Basis of Heredity and Development; (A) Introductory, (B) The Germ Cells, (C) Sex Determination, (D) The Mechanism of Heredity, (E) The Mechanism of Development. Chapter 4: Influence of Environment; (A) Relative Importance of Heredity and Environment, (B) Experimental Modifications of Development, (C) Functional Activity as a Factor of Development, (D) Inheritance or Non-Inheritance of Acquired Characters, (E) Applications to Human Development; Euthenics. Chapter 5: Control of Heredity; Eugenics; (A) Domesticated Animals and Cultivated Plants, (B) Control of Human Heredity. Chapter 6: Genetics and Ethics.

Enduring Investments, by Roger W. Babson. Published by the MacMillan Company, Chicago, Ill. Cloth cover, 193 pages.

This little book is made up largely from notes which the writer jotted down from time to time after experiences of one sort or another. It is an economic discussion of the sources, uses, abuses and dangers of wealth. Different forms of stock and bond investments are considered with their relative degree of endurance.

In the second part of the book another slant is given to the word "enduring." Instead of stock and bond investments, human souls, Christian educational institutions and various forms of benevolences are emphasized as the only truly enduring investments. Furthermore, logical arguments are given as to why this is so.

The Glands Regulating Personality, by Louis Berman, M. D. Published by MacMillan Company, Chicago. Cloth cover, 300 pages.

Why do individuals differ? Why does one man succeed while another fails under the same conditions? What divides them into so-called "types"?

The author shows that man's individuality is controlled by the quality and quantity of internal secretions acting in him. Based on the most recent researches in physiology and psychology there is a convincing quality in what Dr. Berman says, a fascinating portrayal of the personalities of men, a charm of style—all making this an absorbing book and one of decided value to him who is interested in human beings.

THE SCIENCE OF EDUCATION

**A Book with a Vital Message
For All Teachers**

**Reviewed for the Business Educator by
Karl M. Maukert, Duff's College,
Pittsburgh**

The readers of the Business Educator will be glad to learn that a book which is considered a pedagogical classic in Europe has now been made accessible to English-speaking educators in an able translation by Felix M. Kirsch. The work is "The Science of Education" by Otto Willmann, Ph. D., and the first volume, now on the market, is a well-printed, handsomely-bound book of 375 pages.

We have no doubt that American schoolmen will give a cordial welcome to the work as offering much-needed guidance in solving the educational problems confronting us on all sides. The book is a masterly defense of what must always remain the essence of an effective course of study, and we eagerly await the second volume as giving in detail what the first volume offers in guiding principle. After reading the present volume, we are glad to endorse the view of those educators who pronounce "The Science of Education" one of the most valuable pedagogical publications in the English language.

We who have had the privilege of examining the manuscript of the second volume, which is now in the press, announce a feast to the teacher of penmanship in the author's very wise suggestions for making penmanship a live and interesting subject. Even the first volume shows how the character of writing materials have a large bearing on the development of culture and civilization. In fact, the work in stimulating reading for every educator.

The book is published by the Archabbey Press, Beatty, Pa.

20th Century Bookkeeping AND Accounting

(Continued from page 8)

The Adams International Trophy for Speed and Accuracy

Year	Place	Winner	System		
1911	Buffalo	Nellie Wood	Isaac Pitman	150	99.47
				170	99.41
				190	99.70
				210	99.33

Mr. Nathan Behrin was second, with an average percentage of 99.3.

The comments of the Speed Committee on these results were described by Mr. James F. Campbell, Official Court Reporter, New York, as the greatest tribute ever paid to any contestant or to any system of shorthand in the world.

The Contests for the National Shorthand Reporters' Association Cup and the Title "Champion Shorthand Writer of the World"

Year	Place	Winner	System	Speed dictated	Percentage of accuracy
1909	Lake George	W. B. Bottom.	Pitmanic	280	94.3
				207	98.8
1910	Denver	C. H. Marshall	Pitmanic	200	96.1
				240	92.9
				280	95.6

Year	Place	Winner	System		
1911	Buffalo	Nathan Behrin	Isaac Pitman	200	98.2
				240	96.66
				280	95.7

1912	New York	Nathan Behrin	Isaac Pitman	200	94.2
				240	98.8
				280	89.8
1913	Chicago	Nathan Behrin	Isaac Pitman	200	99.2
				240	98.84
				280	96.86

In this contest Mr. Behrin made an average accuracy record of 98.3%. This is the highest percentage ever made in these contests. By winning the cup three times in succession Mr. Behrin became its permanent holder.

Year	Place	Winner	System		
1914	Atlantic City	Nathan Behrin	Isaac Pitman	200	98.
				220	97.4
				280	98.6

Mr. Behrin was awarded the gold medal—the highest award.

Year	Place	Winner	System	Speed dictated	Percentage of accuracy
1919	Detroit	Jerome Victory	Pitmanic	200	98.5
				240	96.8
				280	95.1
1920	Denver	No contestant qualified for the Championship		200	98.8
1921	Niagara Falls	A. Schneider	Gregg	240	98.17
				280	96.8

John Daly, a young Isaac Pitman writer of 25, and who entered a contest for the first time only two years before, made the following showing:

200	97
240	99
280	95.8

Mr. Behrin did not compete in the last three contests.

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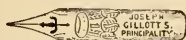
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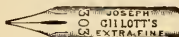


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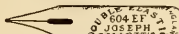
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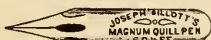
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1 gr. \$1.75	¼ gr. \$.50	1 doz. \$.20
Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3.		
Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5.		
Zanerian Business Pen No. 6.		
1 gr. \$1.25	¼ gr.40	1 doz. \$.15

Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.

Broad Pointed Lettering Pens.

1 Complete set (12 pens)	\$0.35
½ doz. single pointed pens, 1, 1½, 2, 2½, 3, 3½	.20
(The pens most used by letterers and engrossers)	
½ doz. single pointed pens	.15
½ doz. double pointed pens	.35
1 doz. single pointed, any No.	.25
1 doz. double pointed, any No.	.60

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Zanerian Fine Art Oblique Holder, Rosewood:		
1½ inches. \$1.25	8 inches.	\$1.00
Zanerian Oblique Holder, Rosewood:		
1½ inches. \$.85	8 inches.	.75
Zanerian Expert Oblique Holder, 7½ inches:		
1 only \$.20	1 doz. \$1.25	½ gr. \$6.50
½ doz.75	¼ gr.350	1 gr. \$12.00
Excelsior Oblique Holder, 6 inches:		
1 only \$.15	1 doz. \$1.20	½ gr. \$5.50
½ doz.70	¼ gr. 3.00	1 gr. \$10.00
Zaner Method Straight Holder, 7½ inches:		
1 only \$.15	1 doz. \$.90	½ gr. \$4.50
½ doz.50	¼ gr. 2.50	1 gr. 8.50

1 Triangular Straight Holder, 7½ inches	\$0.20
1 Triangular Oblique Holder, 6 inches	.20
1 Central Holder, hard rubber, 5¾ inches	.25
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Flourished Design Cards			
With space for name. Two different sets of 12 each. Every			
one different.			
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3 sets, 36 cards.....	.25	12 sets, 144 cards.....	.70

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"We are insisting in our talks with prospective employers that this course gives better training to our advanced students than nine out of ten beginning stenographers get in any business in a year of so-called 'experience.' To a great extent this course bridges the gap between the 'green' graduate of the business school and the 'experienced' stenographer.

"We have examined all the books and courses that purport to give 'office training,' 'business training,' or 'secretarial training.' We have tried most of them, but in our judgment there is none on the market today that is in the same class with the Reigner course.

"Our students enjoy the work even though it is difficult in places. One of our recent graduates said to me upon the completion of the course: 'Before I took the office practice work I thought I was ready for a position; now I know that I was not ready.' Another recently said: 'I do not see how anybody could take a position without having had office practice.' A good, practical teacher can make a wonderful success with this book.

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